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ABSTRACT

This report traces the historical development of the college system in Canada and identifies the nature, roles, similarities, and differences that exist in the provinces and territories. It also discusses whether the provincial system in Manitoba has mirrored the developments on the national level. In order to ascertain this, an examination of the programs and organizational development of Assiniboine Community College (ACC) in Brandon, Manitoba was undertaken. Special attention was paid to the extent to which the college maintained its initial principle of being responsive to changing community needs while confronting both internal and external influences. The study determined that ACC has delivered programs consistent with its mandate. In response to the 1993 Roblin Commission Report recommendations, ACC has increased its offering of diploma programs, credit transfer arrangements, and student mobility between institutions. Although the total participation rate in programs has increased, Aboriginal student and sequential student participation rates have significantly dropped in comparison to the years prior to the Roblin Commission Report. Recommendations are made for further investigation of these findings. Ten appendixes contain: 5 organizational charts; a map of the Manitoba Community Colleges geographic area; a map of the Assiniboine Community College geographic area; a table of programs offered at Assiniboine Community College (1960-2000); and a provincial comparison of community college structures. (Contains 128 references and 6 tables.) (Author/RC)

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The Community College System in Canada

with a focus on

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" Regard man as a mine rich in gems of inestimable value.

Education can, alone, cause it to reveal its treasures,

and enable mankind to benefit therefrom."

Baha'u'llah

The Community College System in Canada
with a
Focus on Assiniboine Community College, Brandon Manitoba

By: Aliasghar (Ali) Razzaghi

A research project in partial fulfillment of the requirements for the
Master of Education Degree
Brandon University
Brandon, Manitoba
October , 2001

BRANDON UNIVERSITY

FACULTY OF EDUCATION

The undersigned certify that they have read, and recommend to the Senate for acceptance, a **MASTER'S PROJECT** entitled:

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In partial fulfillment for the requirements for the degree of

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ABSTRACT

Canadian community colleges were born and nurtured during an unprecedented period of post-secondary educational expansion in the 1960's. Over the last four decades many changes and challenges have characterized the system. This study will trace the historical development of the college system in Canada, and will identify the nature, roles, similarities, and the differences which exist in the provinces and territories.

Another objective of this study is to determine whether the provincial system in Manitoba has mirrored the developments on the national level. In order to ascertain this, an examination of the programs and organizational development of Assiniboine Community College in Brandon, Manitoba was undertaken. Special attention was paid to the extent to which the college maintained its initial principle of being responsive to changing community needs while confronting both internal and external influences.

The study was able to determine that ACC has delivered programs consistent with its mandate. In response to the 1993 Roblin Commission Report recommendations, along with Southwest Manitoba recommendations, ACC has improved and increased its offering of diploma programs, credit transfer arrangements, and student mobility between institutions. It now reviews its mission and role statements every three years. Although the total participation rate in programs has increased, the study reveals that, Aboriginal student and sequential student participation rates have significantly dropped in comparison to the years prior to Roblin Commission Report. Recommendations are made for further investigation of the decline in aboriginal and sequential student participation rates.

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Definitions of Abbreviations

For the purpose of brevity, the following abbreviations are used throughout this project.

ACC:	Assiniboine Community College
ACCC:	Association of Canadian Community Colleges
BALC:	Brandon Adult Learning Center
BU:	Brandon University
BUNTEP:	Brandon University Northern Teacher Education Program
BVC:	Brandon Vocational Center
CAER:	College Advancement and External Relations
CEI:	College Expansion Initiative
CMEC:	Council of Ministers of Education Canada
DENIM:	Distance Education and New Instructional Media Center
DCUA:	Department of Colleges and Universities Affairs
ESL:	English as a Second Language
HRDC:	Human Resources Development Canada
IUN:	Inter Universities North
KCC:	Keewatin Community College
LPN:	License Practical Nursing
MIAA:	Manitoba Institute of Applied Arts
MTI:	Manitoba Technical Institute
MVTC:	Manitoba Vocational Training Center
NMVC:	Northern Manitoba Vocational Center
PLA:	Prior Learning Assessment
PLAR:	Prior Learning Assessment and Recognition
RRC:	Red River College
RRCC:	Red River Community College
UCN:	University College of the North
WWW:	World Wide Web

Definitions of Terms

The following definitions are used within this project:

Aboriginal people: An assumption is often made that First Nations or Aboriginal people are a homogeneous group. In fact the term "Aboriginal" refers to those who are status and non-status as well as Inuit and Metis. The term signifies different legal rights, privileges, language, customs, values and even geographical locations.

Apprentice: A person who has entered into an agreement with an employer under which the employer is required to provide an opportunity for him/her to learn a skilled trade or occupation.

Apprenticeship: A practice in which a person, under written agreement, learns a skilled or semi-skilled industrial occupation requiring two or more years of supervised work experience on the job, supplemented by related classroom experience (Good, C. B., Dictionary of Education, 1973).

Assiniboine Community College (ACC): A regional college in southwestern Manitoba (Brandon) offering post-secondary vocational programs(Rossing,1997).

Association of Canadian Community Colleges (ACCC): The umbrella organization of Canadian Community Colleges with its head office in Ottawa. It is the national and international voice of Canada's 175 publicly-funded community colleges, technical institutes and CEGEPs located in 900 communities throughout Canada's 10 provinces and 3 territories. It was founded in 1972 (www.accc.ca, 2000).

College Advancement and External Relations (CAER): CAER office is involved with ACC's Foundation & Alumni and is responsible for creating a dynamic environment of private and public support for Assiniboine Community College. CAER helps to build strong relationships between the college and the public by managing the function of Fundraising, Alumni services, Internal and External Communications, and Student Recruitment and Enrollment.

Prior Learning: Learning that takes place outside of educational institutions. It is knowledge and/or skills gained from work, life experience, travel, community, and volunteer involvement, and/or formal and informal study. (http://www.assiniboinec.mb.ca/plar/what.htm).

Prior Learning Assessment and Recognition (PLAR): The process involved in obtaining post-secondary level credit for one's prior learning, as appropriate, where the knowledge and/or skills gained are equivalent to that normally acquired through a formal course in the chosen area of college study, for which credit is granted. (ACC home page, 1999).

Sequential Students: High school graduates who, upon graduating, immediately pursue their post-secondary studies without interruption at college or university.

Technical Schools: Emphasize background knowledge of skills imparted (Varma, 2000). It is not a place where students merely work with their hands, it is a place where academic learning is applied to the creation of things (Regan, 1980).

Vocational Schools: Are more skill-oriented institutions, without creating much background knowledge (Varma, 2000). Provide vocational training , designed to meet the needs of students, employees and employers (Regan, 1980).

World Wide Web: An application that runs on the Internet – a way of cross referencing content with links that cross reference through key words and icons (Price Waterhouse, 1997). A system of Internet servers that support specially formatted documents. The documents are formatted in a language called HTML (Hyper Text Markup Language) that supports links to other documents, as well as graphics, audio, and video files. Users can jump from one document to another by clicking on "hot spots" called hyperlinks.

CHAPTER ONE

Background and Literature Review

Economists consider any type of acquired skill or knowledge that improves a person's ability to perform productive work to be a form of capital investment. The concept of developing human capital through education is not something new. In 1880 Baha'u'llah wrote:

> Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom (p. 260).

The development of human capital through education gained the attention of Western economists such as Schultz (1961), Denison (1962), and Becker (1964). These economists contended that the measure of capital formation based on fixed capital alone was deficient because it failed to take into account education, health, and nonprofit research. These factors, they claimed, also contributed to economic growth by increasing the level of efficiency and therefore productivity of the entire economic system. Thus, the aforementioned economists attempted to incorporate educational and other human capital investment into the mainstream of economic analysis (Clemente, 1999).

From his research, Schultz (1961) concluded that between 1900 and 1956 the growth of human capital increased more rapidly than that of reproducible physical capital in the United States. His work showed that the allocation of resources to formal education increased by approximately thirty-one times, relative to consumer income and the gross formation of capital. His work thus established a direct correlation between educational expenditure and the growth of the United States' economy. His findings were later confirmed in research by Denison (1962), Becker (1964), and Harbison and Myers (1964). These reports directly linked the growth of the gross national product (GNP) in the United States to educational expansion. However, more recent studies of human capital theory (Blaug, 1967; Jencks, 1972) have found serious flaws in this claim. For example, it has been discovered that developing stocks of human capital did not cause economic growth on its own at either national or individual levels, since the economy must already be in a state where it is capable of using the knowledge and skills acquired

by its people. It has also been difficult to measure productivity based on education alone, since motivation, effective management, and infrastructure all contribute to productivity.

Nevertheless, the claims of human capital theory gained public attention, particularly in underdeveloped and developing countries, because research evidence from these countries had indicated a striking correlation between education and economic development. For example, research by George Psacharopoulos (1973) indicated that the economic payoff to educational investments was substantially higher in developing nations than in developed nations. It showed that investment in human capital produced significantly higher returns than investment in physical capital. In studies produced for the World Bank, Psacharopoulos strongly advised governments of developing nations to consider human resource development as a central pillar in their development strategies. (It must be noted that since 1985, Psacharopoulos has reversed this claim based on evidence from his research conducted in Colombia and Tanzania). However, it had already become accepted, that formal education was the key to solving the underdevelopment and poverty problems of Africa and other societies.

Clemente (1999) stated that education not only improves the choices available to individuals, but that an educated population provides the type of labour force required for industrial development and economic growth. Since it increases the productivity of a country's labour force, education indirectly increases the productivity of its physical capital.

Education has also been seen as an agent of development since it is instrumental in producing the required resource personnel for the economy. During the 1960s, national development meant economic growth, defined as the capacity of a national economy to generate and sustain an annual increase in its GNP at rates of 5% to 7% or more (Todaro, 1985). This concept was based largely on the suppositions and application of the newly emerged human capital theory.

The apparent relationship between education and development, as established by the human capital theory, makes it imperative to think of education not only as a sector of development but also as an element that must be integrated into all development efforts (Haddad, 1983). In relation to development then, economic theory views education as an

investment in human capital which enhances productivity in much the same way as do investments in physical structures or equipment (Guthrie et al., 1988; Misiolek, 1990).

Education has also been identified as an important means of altering income distribution, generating social mobility, improving economic growth, increasing the "international competitiveness" of industrial organizations in the United States and Canada, and even improving the operation of the political public-choice system in a democratic society. Evidence suggests that modern industries are increasingly concerned about the availability of skilled labour and the quality of local public education systems and facilities, when making investment and location decisions (McGuire, 1993; Wilson, 1989; Blair & Premus, 1987).

In Canada, education is an investment in both the individuals and the communities. Education supports their capacity to fashion together a prosperous future in a global community (Council of Ministers of Education, Canada (CMEC), 1999). Within the context of human development, global citizenship, and rapid social and economic change, there is a growing emphasis on the concept of education as a lifelong learning process for both the individual and collective good of Canadians (CMEC, 1999, p. 4).

> Education is a lifelong learning process.... The future of our society depends on informed and educated citizens who, while fulfilling their own goals of personal and professional development, contribute to the social, economic, and cultural development of their community and of the country as whole. (CMEC, 1993 p. 2).

The belief that education, training, and access to current information are critical in Canadian society has never been greater. In 1999, the CMEC emphasized the placing of attention on training and the importance of post-secondary education. More and more people of all ages are investing in themselves by accessing post-secondary education to obtain skills and training which will benefit them, and in turn contribute to the socio-economic development of the community at large. The CMEC (1999) also reported that post-secondary education is expected to "be of the highest quality and to be affordable and accessible to Canadians throughout their lives", and to "make vital contributions to the social and cultural well-being of the country" (p. 1).

In Canada, provincial and territorial ministers responsible for post-secondary education have recognized that it is a long–term societal investment. They have identified what society expects from post-secondary education in the following key areas: quality, accessibility, mobility and portability, relevance and responsiveness, research and scholarship, and accountability. Both institutions and governments are responsible and accountable for meeting these expectations (CMEC, 1999).

Community colleges in Canada have attempted to respond to post-secondary educational needs and expectations (Dennison 1995, p.13). They have played an ever expanding role over the past 40 years and have undergone continuous change and reassessment in the past two decades. In some cases, these institutions have gone so far as to undertake fundamental restructuring to maintain their relevance in offering both full-time and part-time education in a social, political, and economic environment quite different from the one in which they were created.

Over time, as circumstances in society changed, the colleges changed as they either reacted to or anticipated societal changes in advance. Dennison and Gallagher (1986) wrote that, not only is further change inevitable, but, virtually all analysts have predicted that the impact of economic and social change will be far greater at the beginning of the new century, than it was when colleges were first established and even during their initial period of development.

As McSevency (2000) stated, post-secondary education in the United States is undergoing critical and radical changes as we move into the 21st century. These have precipitated both external and internal challenges to the system. The projected changes in post-secondary education are not unique to the United States; they are a worldwide challenge and what happens in the United States is almost sure to happen in Canada. Until recently, organizational leaders thought change was an event (Kanter, 1991). However, change is now viewed as an ongoing process triggered by multiple variables (Poole, 1998) and appears to be replacing stability as a key trait of forward-looking organizations (Byrne, 1992; Wilkins & Dyer 1988).

Change is recognized as being either planned or unplanned (Nutt, 1992; Tichy, 1983). Planned change is systematic and controlled, whereas unplanned change often evolves haphazardly in response to changing situational variables. Fishman (1997) pointed out

that change can also be perceived in terms of individuals who act as agents to facilitate organizational transformation. Similarly Frohman (1997) recognized that individuals are the critical catalysts for organizational change, and real change occurs through the initiative and creativity of people, not through hardware or systems.

There are many factors of change which include technical, political, and cultural forces (Tichy, 1983), marketplace dynamics, information technology (Kaestle, 1990), competitive pressures, and the pursuit of competitive advantage (Jick, 1995). Morrison (1998) unified these concepts in a manner that is fitting for post-secondary education. He identified three forces converging to drive change:

(a) new technologies such as the Internet and Intranets,

(b) new consumers who are more discriminating, better informed, and more individualistic, and

(c) new geographic markets emerging from developing countries worldwide.

As we enter the new century, the effect of the challenges arising from change are real and persistent. Knowledge is growing exponentially and technological changes will continue to accelerate. Lifelong learning is imperative and the rewards are likely to be great (Gore, 1998).

If post-secondary institutions (suppliers) are to be better equipped to prepare their learners (customers) with skills to face challenges in the workplace, it is essential that post-secondary educators study the blueprints and recommendations from national and international conferences and commissions that have been held within the past few years. These recommendations provide useful guidelines, and those which best suit the community's socio-economic, cultural and educational needs should be implemented accordingly.

In 1996, North American college executives held the First Annual Critical Issues Think Tank in Ann Arbor, Michigan, which was sponsored by the Consortium for Community College Development. There, they discussed and clarified critical issues, analyzed implications, and identified strategies for the transformation that community colleges must undergo to compete in the future.

The challenge posed by the Think Tank, was for college leaders to pinpoint strategies to increase the ability of colleges to respond effectively to change, and to identify novel

approaches to organizational transformation. This challenge is rooted in a belief that colleges will stand a better chance to succeed in the future if they follow a strategy of expecting change (P. Carter & R. Alfred, 1996).

At the Think Tank meetings it was also pointed out that today, colleges (suppliers) are in a new environment where competition is great, and in today's world, students (customers) do not respect traditional paradigms and structures, and instead migrate to institutions that have porous boundaries. The executives discussed the need for a new generation of community colleges. What they meant was that traditional models of community colleges are no longer useful concepts because educational markets are changing so quickly. The presumption that there should be a single institution, with distinct, immutable departments within which faculty and staff perform well-defined roles, is a tired idea whose time has passed (Carter & Alfred, 1996).

In Canada, college leaders today reflect on universal themes that permeate everything our colleges will have to do tomorrow, and speculate on how community colleges could look and operate in a new century. The issues and challenges that have drawn specific attention are as follows: recruiting students in an increasingly competitive market, maintaining access, acquiring and using technology, developing new approaches to educational delivery, locating new sources of revenue, and building partnerships.

In 1999, the Association of Canadian Community Colleges (ACCC), in collaboration with the CMEC, and with the assistance of the Government of Canada, hosted the first World Congress of Colleges and Polytechnics in Quebec City, Quebec. The theme of the congress was "Creating an Agenda for the Future."

The ACCC's International Planning Committee examined the priorities of college and polytechnic managers, government policy makers, as well as the needs of board members, students, staff and faculty, from all over the globe. The agenda focused on key topics reflecting worldwide concerns, and allowed institutions to work together, to create a blueprint for the future.

In this congress, the Canadian Government's representative delivered a speech on the topic "Education in the Age of Information: Community Colleges in the 21st. Century." In her speech she said,

> The Government of Canada has made it a major priority to help young

> people develop the experience they need to move successfully from education to work, and the government's strategies in this field are highly complementary to the work of the ACCC and its member institutions. These days, in the workplace, the jobs that are created are entirely new, requiring new skills, new technology, and new education. What do these trends mean for community colleges and polytechnics?... In today's world, the term community college has taken on a whole new meaning. The contemporary college is truly part of the global community (ACCC, 1999).

At this congress, the issues of accessibility, affordability, partnership, finance, and human resources development were continually referred to by distinguished speakers and panelists, and were the discussion topics for network groups.

On October 31, 2000, the Association of Canadian Community Colleges (ACCC) invited representatives from the provincial and federal governments, industry, labour, business, and post-secondary education to a conference to work on developing a National Skills Agenda. One outcome from this conference was that the federal government should have a National Skills Agenda. It was felt that without one in place Canada will be less competitive and will always be playing catch-up to more innovative and progressive nations (ACCC, 2000 National Skills Agenda, p. 1).

ACCC pointed out that it is time to recognize that there are skill shortages in both the "old" and "new" economies. It was time to make the National Skills Agenda a priority. For example the average age of journeymen in Canada is above 48 years. This means that in the next seven to ten years, there is the potential for a 100% turnover of skilled workers in many trades. Thus it has been advocated that there needs to be a more positive public attitude towards vocational-technical training. (K. Georgetti, Canadian Labour Congress Leader. *The Ottawa Citizen*, Aug. 19, 2000). Furthermore the Conference Board of Canada (Performance and Potential 2000-2001) emphasized that Canada needs a concerted, national effort to upgrade the skills and education levels of its workforce, to satisfy a growing demand for new skills and abilities in our working population.

However, Canada is not alone in facing these challenges as the Commonwealth plays a key role in linking its member countries and promoting a sense of sharing and learning

from each other as they deal with common challenges. At its November 2000 Conference the Commonwealth Education Ministers focused on the need for educational diversity in order to meet the expanding range of challenges that will confront education in the new millennium. In addition to the main theme, "Education in a Global Era: Challenges to Equity, Opportunities for Diversity," ministers had the opportunity to reflect upon and to discuss issues such as accessibility, social and economic development, enhancing cultural integrity, strengthening quality, and promoting mobility. The results of the conference and the ministers' recommendations have not been published to date.

In Canada, ministers responsible for post-secondary education have recognized that education is a long term societal investment. They have identified what society expects from post-secondary education in the following key areas: quality, accessibility, mobility and portability, relevance and responsiveness, research and scholarship, and accountability. Both institutions and governments are responsible and accountable for providing solutions to meet expectations related to the foregoing.

Chapter Two

The Context of the Study

The community college system in Canada was created, developed and nurtured during an unprecedented period of post-secondary educational expansion between 1960 and 1975 (Regan, 1980). In most provinces the initiative for college development came from government. Each province and territory designed a unique college system, consistent with its educational and socio-cultural history, and in response to the political and economic conditions of the time. However, across all systems there was a common thread based upon the ideals of accessibility, adaptability, and opportunity (Regan, 1980, Dennison and Gallagher, 1986, Dennison 1995).

Studies conducted by McCartan, 1983; Cross, 1985; Dennison and Gallagher, 1986 also indicated that much of the idealism and innovation which guided the colleges in earlier days is still present (Levin 1989). The studies analyzed the forces which were influencing change in Canada's colleges in the 1980s and determined that the primary influence emanated from government funding, (federal or provincial), with a secondary influence coming from the community (business, industry, and students). The biggest pressure came from employer groups, who tended to focus on the need for convenient and flexible programs so that employees would be able to access programs at their convenience so as to update their skills and knowledge.

At the start of the 21st century the issue of change continues to shape all discourse on Canadian colleges. The kind of change being discussed here goes beyond the experience of the past. As Lorenzo and LeCroy (1994) have pointed out, the Canadian community college agenda must change in fundamental ways to be able to respond to the emerging expectations of the information age.

Fundamental change is necessary when the solutions available within institutions are inadequate to solve society's problems. New skills and talents are required to resolve present problems, and the overall goal for colleges is to relate a comprehensive mission to societal circumstances (Beckhard and Pritchard 1992).

Among the elements identified by Lorenzo and LeCroy (1994) as fundamental to change in the community college agenda, are the following:

1. Provide more options to communities through customized contract programs.
2. Assure relevancy of programs and curricula.
3. Apply new technology to teaching and learning.
4. Cultivate new intra- and inter-institutional relationships.
5. Change the success criteria from input measures to actual outcomes.
6. Facilitate continuous learning.

As indicated, government policies are a major force influencing the direction which community colleges will take and the priorities they will follow. Although this influence is external to the college or its immediate community, the college is still expected to respond.

A college's community in this context may include many organizations – business and industry, employers, social agencies, and perhaps most influential of all, potential students (Dennison and Levin 1988). These communities individually and collectively hold certain expectations for their college. These expectations, (external forces), tend to challenge and influence each college's flexibility and adaptability (Dennison, 1995).

In addition to external pressures, there are important internal forces which, while being factors of change, can also constitute obstacles. The most significant internal pressure is the expectations of faculty and support staff, usually expressed through collective agreements and the bargaining process (Dennison & Levin, 1988).

These external and internal forces of change which influence the direction of community colleges and technical institutes in Canada motivated ACCC and Human Resources Development Canada (HRDC) to conduct a study. In 1992, they commissioned Price Waterhouse Management Consultants to conduct the "Human Resource Study of the Canadian Community Colleges and Institutes Sector." This study involved a comprehensive examination of the human resource challenges facing colleges and technical institutes in Canada. The study's objective was to ensure that colleges and technical institutes have the skilled people within their systems, to respond to the forces of change and demands for continuous learning in the workforce as a whole.
In 1993 the result was published and states in part that....

> The demand for college services is increasing, and there is more diversity in age, colour, gender, prior experience and education preparedness.

> Colleges/technical institutes have to consider new ways of supporting student learning, with the goal of facilitating students' success. The pressure for colleges/technical institutes to achieve education equity and to ensure accessibility through outreach programs, and to adapt programs and services to target groups can be seen. In the current economic reality, colleges will have to be very creative to find efficient yet effective means of responding to evolving student needs, and responsiveness is the key to success (p. 1).

Colleges have, over the years, gathered an impressive bank of skilled and talented instructors and support staff. However, the value of these skills will diminish if not renewed on an on-going basis. Changes in the student mix, in the skills needed for employment and career development for graduates, and in the methods and approaches used in college teaching, all contribute to the need to renew and rejuvenate the skills of the people working in the colleges (ACCC, 1993).

The study also concentrated on how information technology was affecting forces of change. It was observed that colleges and technical institutes are important players in the facilitation of technological innovation across Canadian industry. However to play this role fully and effectively, they must ensure that faculty and programs keep pace with emerging technologies, the most pervasive being information and communication technologies. The challenge is primarily one of managing this technological change in a coherent and integrated fashion. (Price Waterhouse 1993, Human Resource Study of the Canadian Community Colleges and Institutes Sector; p. 62).

Since 1992, college calendars and reports to ACCC show that colleges have all witnessed increasingly rapid change in their programs because of information technology. To assess the implications, and also to focus on mobilizing community colleges and technical institutes for the future, ACCC formed a Technology Task Group in 1997. Price Waterhouse Management Consultants together with the Technology Task Group were commissioned to examine the impact of technology in colleges and technical institutes across Canada.

This task force interviewed key stakeholders, and a survey was distributed to the presidents of all Canadian colleges. The result was a published report called " Mobilizing

for the Future: Educational Technology in Canada's Community Colleges and Technical Institutes". With respect to perspectives on educational technology for the future, the participants to the study suggested that:

> The college of the future will be an open door for learning. The colleges will need to develop enough flexibility to provide the tools and the guidance which will allow different kinds of students to learn what they need, where and when they need it. Educational technology will be a tool for both the clients and faculty in achieving this goal. Further, learning will not stop after two, three or even seven years. Tomorrow's successful citizens will need to learn continuously and a greater focus on outcomes-based learning and on student service and success will be required. In attempting to deal with increased direction from government, and from reduced fiscal support, the colleges have sought several ways to adjust or adapt. In doing so, community colleges may have or seem to have become more entrepreneurial, less community oriented, and more tightly managed (Price Waterhouse, 1997 p. 41).

In December 1993, the University Education Review Commission known as the "Roblin Commission" released its report called "Post-Secondary Education in Manitoba: Doing Things Differently." This report provided a useful benchmark for the future development of post-secondary education in the province.

Public hearings at the beginning of the Review gave the Commission the best possible introduction to their assignment. In Flin Flon, Thompson, The Pas, Brandon, St. Boniface, and Winnipeg, the Commission heard from over 200 presenters, including students, Aboriginal spokespersons, community leaders, educators, university and community college representatives, and members of the general public. The range of views was wide and focused on the advantages of constructive change, particularly toward community colleges. The Commission also visited Manitoba's post-secondary institutions, and other institutions in Canada and the Western United States. The information gathered added to the scope of the report.

In Chapter Six of its report the commission reviewed the status of community colleges in Manitoba and identified issues and priorities. Key recommendations addressed to the community colleges, include:

1. increasing credit transfer arrangements and student mobility between institutions.
2. developing a broader range of diploma programs and joint programs, that correspond with the regional character of the colleges.
3. increasing participation rates.
4. reviewing their current mission and role statements.

Community colleges will have to continue to change and develop if the Commission's recommendations are to be realized. As Fullan (1991) points out, change is a process, not an event. The effectiveness of the change process depends on the commitment and participation of all members within the college community, particularly the faculty (Mansfield, 1990).

Purpose of the Study

It has been stated that in recent years Assiniboine Community College (ACC) has experienced many of the same challenges faced by other community colleges in Manitoba, and in Canada. Among these challenges are expectations by both government (as in the Roblin Report) and the community of Western Manitoba, that ACC will be responsive to constructive change, and through this change will respond effectively to the community's needs. In this regard it is of interest to identify how ACC responded to community needs in the past, how it responds to current needs, how it will respond to future needs. A general review of the development and operation of the community college system in Canada will provide relevant background for a more detailed examination of Assiniboine Community College.

Specifically then, this research project will attempt to identify and describe the following:

- The origin and development of vocational education in Canada.
- The development and structure of the community college system across Canada.
- Significant aspects of the development of vocational education in Manitoba.
- The development of Manitoba's community college system.

- A focus on ACC - Its development, programs, and responsiveness to needs in its catchment area with reference to specific recommendations of the Roblin commission.

Methodology

The methodology for this study involves an historical analysis and includes the following:

1. At the national and provincial level data is gathered from related literature reviews such as books, journal articles, and government documents.
2. At the local level, (Assiniboine Community College), data is gathered through investigating and reading ACC's academic reports, calendars, and memorandum files (which exist in the library and on ACC's web site). The investigation also includes interviews with selected college personnel.

Limitations

The limitations of this study are as follows:

1. Some retired ACC staff members were unavailable for interviews.
2. The findings may not be generalized to other regions of Canada.
3. This study includes research up to the summer of 2001.
4. Some information regarding the province of Quebec was available only in French. There is some risk that meanings and inferences were lost in translation.

CHAPTER THREE

GENERAL CHARACTERISTICS OF COMMUNITY COLLEGES

Historical Characteristics

In a discussion of the historical origin and formation of community colleges across Canada, Dennison and Gallagher (1986) noted that educational institutions reflect as well as shape their societies. The history of education in Canada provides striking evidence to support this view. Until the end of World War II, English-Canadian colleges and universities east of Manitoba, (Atlantic Canada, Quebec, and Ontario), were selective and conservative and reflected their church-related origins. In Ontario, where the University of Toronto stood as the symbol of educational prestige within Canada, its colleges were modeled on English traditions, and were to serve as a gathering place for Canada's future business and cultural leaders. West of Ontario, practices differed. With Canadian education under provincial jurisdiction, western Canada steered its own educational and cultural course with less religious influence than in eastern Canada.

However, significant changes followed World War II. These included:

- further expansion of industrialization and urbanization in most parts of Canada
- easier access to the news of the world, and a broader range of social and educational philosophies, through improved methods of communication, and
- the belief by politicians that to develop educational facilities and expand educational opportunity would be to invest in the future.

All of these contributed to a more sophisticated and complex view of the social potential of education in most parts of Canada (Dennison and Gallagher 1986).

Dennison (1995) noted that in general, post-secondary institutions (universities) in Canada, England, and the United States responded to new opportunities and new resources between 1850 and 1950. They became all-powerful and exercised monopolistic control over the educational system in each country. However, they generally remained ideologically conservative, and not well prepared to face demands for reform after World War II.

By 1956, Canada's post-secondary education system began to include a number of colleges. The majority were *collège classiques* and other specialized schools in Quebec

where the European model was adapted to create a category of institution that fit between the secondary schools and the universities. These colleges were church-affiliated and offered a traditional classical curriculum which prepared students mainly for the traditional university system (Dennison and Gallagher, 1986). Other colleges or college-like institutions, such as military colleges or provincial normal schools for teacher training, were scattered throughout Canada. While technical, vocational, and agricultural institutes had been established in various provinces, their function in training was modest at best (Dennison, 1995).

Community colleges were born in the 1960s and 1970s in a period of optimism and growth (in both human and economic terms). Federal government support for financing education and training contributed to the massive expansion of non-university alternatives in post-secondary education (Dennison and Gallaghar, 1986). But the era of expansion was brief. In fact, the fiscal consequences of growth in the college sector became more than the public treasury could bear. Optimistic expectations of returns from investment in human capital, especially in post-secondary education, were reduced to debates about unemployed and under-prepared graduates. Teichler (1988: 97-8) noted that in the late 1970s, there was a shift from optimism or euphoria regarding the needs and virtues of educational expansion to pessimism or skepticism. Smith (1993) also pointed out that doubts began to emerge as to whether the expansion of higher education did in fact increase opportunities for traditionally disadvantaged groups. Public pessimism and doubt slowed the growth of institutions and ultimately meant that many of the optimistic goals for growth of programs set in the 1960s and 1970s would not be realized.

As Dennison and Gallagher (1986) and others mentioned, it was during the 1960s that the development of a special kind of college – "community colleges" – became emphasized in Canada. High unemployment in the 1950s led to the development of these institutions when the federal government introduced the Technical and Vocational Training Assistance Act (1960)- legislation which emphasized and funded technical and vocational training. This legislation gave technical and vocational schools, many of which were later to become community colleges, the role of delivering appropriate training for workers to meet the new technological demands of industry. Today

community and technical colleges continue to play an important role in Canada's social and economic life (Dennison,1995).These institutions have become increasingly important in the context of a rapidly changing society (Grossman and Duncan, 1989). One main reason for that increased importance is external pressure from community stakeholders, particularly students, who expect colleges to provide them with the most relevant and up-to-date training related to their needs. Grossman and Duncan (1989), ACCC (1997) and Levin (1989), argue that in addition to external pressures from industry and students, there were also internal pressures created when funding impacted upon the availability of human resources. Community and technical colleges are often on the front lines of change in post-secondary education. They must interpret and respond to the challenges of preparing the nation's work force for the demands of a world that is changing rapidly, both socially and technologically. Every community college and technical institute must face these changes and challenges. They must provide an effective response to the community's needs at a time when those needs have never been greater nor the challenges more consequential (Losak, 1988).

Moor (1986) and Ewell (1988) state that the effectiveness of each college's response to the community is based directly on its mission statement. In Canada, the colleges in each province were created with their own mission statements to:

1) serve different social, political and economic needs, challenges, and purposes.
2) have different priorities and objectives.
3) operate on a day-to-day basis in quite different ways.
4) respond to the external and internal demands of their own communities.

In the decades since their creation in the 1960s and 1970s, Canada's community colleges have matured and have risen from their initial obscurity to the point where they are widely recognized as a place to gain valuable learning and marketable skills.

The statistical profile of the college sector in the year 2001 is impressive compared to 1991 and 1994. In 1991 about 500,000 students were enrolled in credit programs in 140 colleges (Canada, Department of the Secretary of State 1991). By 1994, close to 700,000 full-time and 500,000 part-time students were enrolled in 150 institutions that fell under the rubric of community colleges. These colleges delivered educational services through 700 satellite campuses and other centers, with approximately 25,000 full-time and over

150,000 part-time personnel teaching in the college sector (Dennison, 1995). As of March 2001, there are 175 colleges and technical institutes in Canada, with 900 satellite campuses, 60,000 full time and part time staff, and 900,000 full-time and 1,500,000 part-time students (ACCC, 2000). Thus in 2001 there was nearly five times as many students as in 1991(see Table 1).

Table : 1 **Community College Enrollment ***

1991	1994	2001
500,000 students	700,000 full-time students, 500,000 part-time students	900,000 full-time students, 1,500,000 part-time students
140 institutions	150 institutions	175 institutions
	700 satellite campuses	900 satellite campuses
	25,000 full-time instructors	60,000 staff (part-time and full-time)
	150,000 part-time instructors	

*** Community College includes : Technical Institute and Vocational College**
Source: Dennison, 1995; ACCC, 2000

The Nature of a Community College

There is no single clear-cut definition of what a community college is, apart from being a place of learning which grants certificates, diplomas, or in some cases, degrees. Campbell (1974) argues that there is no agreement as to what the "community" in a college title signifies. All colleges have a community dimension, however interpreted. Some institutions specialize in programs of local interest, but for others, the community may be the province and beyond. At most colleges, "community" means the promise to promote the cultural, intellectual, and social life of the surrounding region above and beyond regular day and evening classes (Campbell 1974 & Nova Scotia Advanced Education and Job Training, 1988). This is especially true with regards to local part-time students or mature students over 18 who lack appropriate admission qualifications.

Dennison & Gallagher (1986) point out that people were familiar with terms such as *institute of technology*, *trade school*, *vocational school*, or *university*, and had a general concept of what was accomplished by institutions with such names. Institutions called *colleges* had typically provided different types of services, primarily of an academic nature. This raises the question as to why the term *college* was used in the transition of

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technical/vocational schools to community college. A prime reason put forth was that in a middle-class value system this label carried prestige and might provide to the public additional credibility for the institutions. Immediate credibility was important to the founders of new colleges and to the legislators who brought them into being (Dennison & Gallagher, 1986, p. 142).

Both Gallagher (1990) and the *Overview of the Post-secondary Education System in Canada* (1996-97), emphasized that community colleges defy simple categorization. The term "community college" in Canada is more generic than specific, and commonly identifies a range of institutions that operate at several educational levels concurrently.

Names such as *college of applied arts and technology*, *institute of technology*, *collège d'enseignement general et professionnel* (CEGEP), *regional college*, *vocational center*, and *institute of applied science and technology* are some of the official titles of institutions in Canada that have come to be included in the community college sector.

The characteristics of community colleges vary according to jurisdiction, in some provinces they coexist with technical institutes, while in others the colleges have absorbed those institutes. In some provinces, such as Quebec, Alberta, and British Columbia, colleges provide first or second year university courses; in others, such as Prince Edward Island, the colleges are clearly separate from universities (Nova Scotia Advance Education and Job Training, 1988).

Gaskell and McLaren (1987), Wotherspoon (1987), and Muller (1990) point out that community colleges are fundamental to the everyday operation of "the Canadian state". Politically and economically, they are governed by state authorities. Governments create these educational institutions via legislation (Dennison and Gallagher, 1986). This legislation (and government policy) mandates that college managers organize and re-organize these institutions as the college managers see fit – from programs and curriculum, to staffing- but always in relation to government legislation and policy mandate(Muller, 1990).

In recent years, clear distinctions within the community college sector have emerged. One sub-sector includes colleges that continue to offer a wide variety of programs within local or regional areas. The other sub-sector includes various kinds of "institutes" which offer specialized and more advanced programs for a whole province or a major section of

a province. As pointed out by Gallagher (1990), during the 1980s, the community colleges in Canada expanded with different programs, as they responded to public policy shifts at the national, provincial, and local levels. Indeed, the community college sector has continued to evolve and play the role of a catalyst for change in post-secondary education (Gallagher 1990, Community Colleges in Canada, A Profile, p. 2).

The Common Philosophical Threads between Community Colleges

Canada's community colleges and provincial college systems are characterized as much by their differences as by their similarities and it would be inaccurate to refer to a single Canadian public college "system" (Dennison, and Gallaghar, 1986).

In each province, different situations led to the founding of new colleges that had different priorities and were meant to serve different social purposes. Differences became clearer as colleges matured into serving longer-term objectives. In the closing years of the twentieth century, the colleges and college systems continued to have differences which further highlighted their individual characteristics. However, there are more similarities than differences (Cohen, 1995). Based on the Education Indicator in Canada (1999) and CMEC (1999) reports, public expectation across Canada helped to establish common threads among colleges in several areas such as accessibility, flexibility, and responsiveness (see Table 2).

Table 2: Common Threads among Post-Secondary Institutions in Canada

	CEGEPs	Colleges	Community Colleges	Institutes of Technology
Accessibility	•	•	•	•
Mobility	•	•	•	•
Portability	•	•	•	•
Relevance	•	•	•	•
Responsiveness	•	•	•	•
Quality	•	•	•	•
Flexibility	•	•	•	•

Source: Education Indicator in Canada (1999) and CMEC report (1999)

The Operational Differences

In its report *The Canadian Information Centre for International Credentials* (1996-97), has indicated the following differences among the community colleges and college systems in Canada (see Table 3):

- In Quebec where the province reconstituted some 200 classical colleges (*instituts familiaux*) and several technical institutes into a single CEGEP system, the CEGEPs serve as an intermediate level between secondary school and university, while providing education and training programs directly related to the workplace
- The college systems in Ontario, Manitoba and the Atlantic provinces were initially conceived as offering programs quite distinct from those available at universities. More recently, there have been calls for greater cooperation and provision for credit transfer between colleges and universities
- In Alberta and British Columbia (B.C), community colleges offer optional university transfer programs as well as vocational and technical training. Some institutions in B.C called university-colleges have begun to offer complete baccalaureate degree programs
- In Saskatchewan, regional colleges offer courses in areas such as adult literacy as well as training programs sponsored by business, non-profit organizations, and government. Their primary function, however, is to act as brokers – contracting with universities and the Saskatchewan Institute for Applied Science and Technology for the delivery of programs throughout the province.

In addition, Canadian college calendars reveal differences in other areas such as:

- college mission statements and mandates
- college program outlines, enrollment capacities, and admission policies
- college organizational charts and titles; colleges' top management title (CEO, president, principal), senior management's title (director, dean, chairperson, manager) and middle management title(department head, coordinator, administrative assistant).
- college facilities and physical capacities
- distance education delivery modes and scope.

Table: 3 Colleges and Institutes: Type and Number by Provinces and Territories

Province / Territory	College/ Regional College	Community College	University College and Open Learning Agency	Institute of Technology	CEGEPs *	Aboriginal controlled College	Vocational College	Total Satellite campus	Certificate	Diploma	Degree **	Credit Transfer
British Columbia	13	3	5 + 1	1+3C				18	•	•	•	•
Yukon Territory	1+13C							13S	•	•		•
Alberta	3	10	1	2+5C			4	44	•	•	•	•
Saskatchewan	8R+40C	1	4 Fed	1+3C		1+5C		19	•	•		•
Manitoba	1+4C	2+2C				1		7	•	•		•
Ontario	25+120C							34	•	•		•
Quebec	5R	17			28				•	•		•
New Brunswick	1	1+9C						2	•	•		•
Prince Edward Island		1+4C						6	•	•		•
Nova Scotia	2+6C	1+11C	1	1					•	•	•	•
Newfoundland & Labrador	1+17C			1				2	•	•		•
Northwest Territories	1+3C							16	•	•		•
Nunavut Territory	1+3C							25	•	•		•

C = campus, R = regional, Fed = federated, S= satellite sites
*** CEGEP = Quebec colleges**
**** in specific programs with universities**
Source: ACCC, 1995; http://cset.sp.utoledo.edu/canctcol.html, 1998; Dowsett Johnston, 2001

The Operational Similarities

Dennison and Gallaghar (1986) and Gallagher (1990) identified a number of general and common characteristics shared by most community colleges in terms of their educational mission such as:

- the college's community orientation
- responsiveness to the educational needs of citizens of all ages and backgrounds as well as responsiveness to educational needs identified by provincial governments
- provision for community members to participate in a college's direction, far more than universities and other post-secondary institutions
- the community colleges' intention to serve a broad cross-section of the population within their communities

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- the embracing of a greater variety of students (young, old, men, women, full-time, part-time; students of various races, creeds, colour and income levels)
- the rendering of educational counseling, career guidance, and other student services, as colleges are open to a wide range of students
- operational flexibility (offering courses in the mornings, afternoons, evenings, or weekends and year-round rather than just in the traditional September-to-June year
- comprehensiveness of the curriculum
- strong emphasis on state-of-the-art technological education
- continuing growth in service to people who wish to upgrade their skills and to employers who need to retrain their work force – at the work site, in off-campus locations, or on campus
- all community colleges and institutes are public, and are the result of provincial or territorial legislation
- all provide diplomas, certificates, and other credentials to graduates, but none award degrees, except a few degree-granting institutions such as university colleges whose mandates overlap those of community colleges
- colleges and institutes continue to adjust the range and kinds of educational services they provide to the shifting economic and social needs of the regions they serve
- given the richness of program variety, admission requirements differ according to the program. Within a general philosophy of "open" admission, these colleges and institutions usually establish specific admissions and prerequisites for each program

The varying models of community college organization that have been developed throughout Canada reflect the distinctive socio-political and economic environments of the ten provinces and three territories (see Table 3).

Diversity

Dennison (1995) has noted that during the 1980s, issues arose which established the characteristics of higher education systems in all countries. Teichler (1988) outlined a list which included an emphasis on the need for quality improvement, increased support for diversity, attention to more efficient management of institutions, growth in the use of

performance indicators to measure quality and efficiency in resource allocation, and the internationalization of higher education.

Since 1960, provincial higher education systems have supported the growing diversity within universities and colleges. Stadman (1980) noted that diversity increases the range of choices available to learners, makes higher education available to everyone, and matches education to the needs of individual students. Further, it enables the institutions to determine and set their own missions and to limit their activities accordingly, and constitutes a precondition for college freedom and autonomy.

Goedegebuure (1992) and others have emphasized that there are many forms of diversity and all provinces in Canada have adopted one or more of the following:

- systematic diversity (differences in type, size and management of the institution)
- structural diversity (the institution is a single unit or part of a multi-campus system)
- programmatic diversity (level of credentials offered)
- procedural diversity (administrative process, delivery systems)
- regulational diversity (varying admission requirements for different programs)
- constitutional diversity (abilities, students' and personnel's goals)
- values and climate diversity (differences in institutional cultures)

Since 1960, Canadian colleges have attempted to embrace these diversities.

The creation of Ontario's College of Applied Arts and Technology, Quebec's *collèges d'enseignement general et professionnel* (CEGEPs), Alberta's and British Columbia's comprehensive institutions, the community-based colleges of Saskatchewan, and the centralized models of Manitoba and New Brunswick were all products which reflected the differing policy goals and philosophies of each province (Dennison, 1995). In recent years, the growth of distance learning or distributed learning opportunities has added another dimension of diversification. Although diversity has long been the guiding principle behind the organization of Canada's post-secondary system, a different initiative became evident during the 1990s.

In discussing the common threads between the colleges in Canada, Dennison (1995) noted that technological advances and the creation of a new economic order caused massive changes in the workplace. This in turn caused many individuals to seek retraining and further education, and all the educational institutions were challenged to:

- provide more flexible and accessible programs
- ensure mobility of graduates
- recognize previous learning wherever it was obtained, and
- allow for the appropriate transfer of program credits

To meet these challenges, institutions were and are expected to collaborate in their planning and to develop improved learning partnerships, not only among themselves but also in concert with the private sector. This has therefore led to a more integrated, rather than a more diversified, institutional structure (Dennison 1995). Collaboration and restructuring was required and, at both the federal and provincial level, the message was clear that future financial assistance would be reduced (e.g.: apprenticeship funding) if restructuring did not occur.

The Philosophy, Objectives and Purpose of Community Colleges in Canada

The philosophy and goal statements which follow are fundamental to all college systems and are based on the research and discussion that John Dennison and John Levin (1988) presented in their book *Canada's Community Colleges in the Nineteen Eighties: Responsiveness and Renewal.*

The goal statement addresses three essential roles of the community colleges:

1. The college as an educational institution, which provides students with employability skills such as communication skills, critical thinking, and general knowledge.
2. The college as a training institution, which prepares individuals to enter the workforce with specific usable job skills.
3. The college as resource for the community which provides socio-cultural and educational opportunities for a wide range of individuals and groups and, as a result, enhances the overall quality of life in the region.

A college may well be expected to serve all these functions in varying degrees. However, the priority assigned to each role will definitely influence the kind of institution that emerges.

In their study, Dennison and Levin (1988) presented an inventory list "statement of purpose", which referred to each of these three major roles for the college. It also included references to the "political" functions appearing in government documents,

ministerial announcements, and economic and social planning reports. Regarding the function and role of colleges the study concluded the following:

- The three major roles of colleges : a) to expand accessibility to post-secondary education, b) to train for employment, and c) to incorporate an educational component into the curriculum, were all valued in every region of the country, albeit at varying levels of importance
- In every province, stakeholders rejected the assertion that colleges are instruments in implementing government policy in social, economic and political areas. This was felt regardless of the fact that college-government relations are such that colleges share a direct responsibility within the realm of government social and economic planning (Skolnik, 1985; Gallagher, 1987)
- In most western provinces, the concept of accessibility in its various forms remains a major role for the colleges.

Dennison and Levin (1988) best describe the philosophy and mission of community colleges in Canada as "post-secondary educational institutions designed to provide increased access for those seeking broadly based preparation to enter the job market or to pursue further education in a variety of fields"(p. 18). While the general function of colleges in all provinces follow these definitions, an element of regional diversity also distinguishes the character of the colleges among the various provinces.

CHAPTER FOUR

THE COMMUNITY COLLEGE SYSTEM IN CANADA

The Development of Vocational Education in Canada

Information from the *Technical and Vocational Act* (1960) helps to define vocational education. Vocational education is the educational experience offered at secondary and post-secondary school levels that: 1) provides individuals with skills and talents to develop capacities for entry level employment, 2) allows individuals to upgrade in an occupation, or to retrain in a new occupation, and 3) leads to qualifications for employment which requires less than a university degree upon completion of the program.

Vocational education (occupational training) first appeared at the turn of the twentieth century in parochial schools across Canada and consisted mainly of the manual arts. In the years 1907-1913, a Royal Commission set up by the federal government to study national and provincial needs, recommended that funds be made available to the provinces so they could carry-out programs in technical-vocational education. This ultimately influenced the role that provinces would play in developing the community college system.

These recommendations also led to the passing and implementation of the Agricultural Instruction Act (1913 and 1923) and the Technical Education Act (1919-1929). Both programs failed because of inadequate programming, finances, and cohesion (Dennison & Gallagher, 1986).

Vocational education did, however, accomplish one thing. It brought about the realization that unemployment, the national well-being, and productivity were a national problem, broader in both scope and depth than originally thought. All indicators showed that untrained youth eventually became unskilled and unemployed adults. To avert and overcome this type of unemployment problem, training must therefore be initiated at the youth level.

Realization of the value of vocational education eventually led to the passing of the Youth Training Act (1939) with the federal and provincial governments sharing the costs of training. Under the terms of this act all provinces implemented vocational education programs by providing facilities in key public schools in their major urban centers.

Although these programs were not the complete answer to the unemployment problem, they did succeed in exposing youth to the world of work and encouraged them to remain in school long enough to gain sufficient training to fill a job. Courses were both basic and practical, and included carpentry, woodworking, sheet metal, welding, machine shop, electrical, plumbing, and auto mechanics for boys, and sewing, cooking, and commercial arts for girls.

Legislation during World War II, (War Time Emergency Training Program,1940 and Vocational Training Co-ordination Act, 1942), provided for training during the war years and in the period immediately following. This allowed vocational, technical, and trades training to achieve its greatest gains to that time. The programs, courses, and training presented were much better organized, were more meaningful, served a very important and immediate need, and were industrially oriented (Canada Year Book 1966).

The problem for both government and industry was that there was a growing reserve of labour available, but where jobs did exist, Canadian workers lacked the skills to do them (Muller, 1990; Dennison & Gallagher, 1986, p.11). For that reason, the federal government sought more direct involvement in funding individual students for vocational training, and in 1967, passed the Adult Occupational Training Act. This legislation permitted the federal government, with the consent of provincial governments, to purchase spaces in the training provided by provincial public educational institutions, private trade schools, and industry (Gallagher & Dennison, 1986, p. 48). The implementation of this Act and federal government involvement led to an increase in the number of students enrolled in vocational education programs.

Since early in the twentieth century, federal and provincial governments have enacted legislation to support comprehensive plans to finance vocational education programs so individuals could acquire specialized training for particular occupations (Dennison and Gallagher, 1986). Business and industry have been able to develop and expand when the supply of skilled people from vocational education programs have attempted to meet the demands of the economic system. Vocational programs that address human development and the acquisition of the skills and talents needed for gainful employment, have served to build a healthy society in which people can obtain the preparation necessary for their chosen careers, (Regan 1980).

Thus in response to high unemployment in the 1950s, which was in direct contrast to the numbers of skilled jobs available in a growing industrial and construction sector, state officials responded by creating many new vocational education institutions. Since the Community College System evolved from many of these vocational schools, it is accurate to state that community colleges had their start in the 1960s. An overview of the community college system is provided in Appendix A. However, a brief summary of similar characteristics across all systems follows:

Programs:

The Community Colleges serve their respective regions by offering a variety of vocational, technical, academic, foundational and career oriented certificate and diploma programs. Many of these programs are offered in response to the educational and labour needs of the region being serviced. Over the years specialized programs have emerged at certain institutions and for which they have become well known e.g. technology programs. Some colleges are also involved in joint program delivery initiatives with other colleges and universities as previously indicated in Table 3 page 22.

Admission Requirements:

Admission requirements tend to vary from program to program at the Colleges. Diploma and joint college / university programs require high school completion, while certificate programs tend to cater to those who either do not have a completed high school diploma, or to mature entry students.

Articulation Agreements:

Most community / technical colleges and institutes across Canada have college/university transfer credit arrangements with other post-secondary educational institutions within or outside of their province (see Table 4, page 30).

Governance:

The majority of community / technical colleges and institutes throughout Canada, with the exception of New Brunswick, the Agriculture College in Nova Scotia and the

Marine Institute in Newfoundland and Labrador, are governed by independent boards. The boards determine general policies with respect to the organization, administration, operation and program of study of the institutions. They are responsible for carrying out the purpose of the institutions, and based on their Legislation Acts they report to the council or the ministry responsible for post-secondary education in their jurisdiction.

Table:4 Institutions with Articulation Agreements by Province / Territory

Provinces and Territories	Institutions with Credit Transfer Agreements
British Columbia	Alberta, Athabasca, British Columbia, Calgary, **Kwantlen University College**, Lethbridge, **Malaspina University-College**, Northern British Columbia, **Okanagan University College**, Open University/**Open College**, Ottawa, Regina, Royal Roads, Simon Fraser, **University College of the Fraser Valley**, **University College of the Cariboo**, Trinity Western, Victoria
Yukon Territory	Athabasca, British Columbia, BC Open, **University College of the Cariboo** , Lethbridge, **Malaspina University-College**, Northern British Columbia, Regina, Royal Roads, Simon Fraser, and Victoria
Alberta	Alberta, **Alberta College of Art & Design**, Athabasca, **Augustana University College**, British Columbia, **Concordia University College**, Calgary, **Canadian University College,** Carlton, Fraser Valley, Guelph, **The King's University College**, Lakehead, Lethbridge, **Malaspina University College**, Manitoba, McGill, **Nova Scotia College of Art and Design**, Ottawa, Regina, Royal Roads, Saskatchewan, Saskatoon, Simon Fraser, St. Francis Xavier, Victoria, Waterloo
Northwest Territories	Alberta, Athabasca, Calgary, **Concordia University Colleges**, Dalhousie, Lethbridge, Regina, Manitoba, McGill, New Brunswick, Saskatchewan, St. Francis Xavier, **The King's University Colleges**, Trent, **University College of Cape Breton**
Nunavut	Athabasca, Alberta, **Augustana University College**, **B.C. Open College**, Calgary, **Canadian University College**, Concordia, Dalhousie, Lethbridge, Regina, Manitoba, McGill, New Brunswick, Saskatchewan, St. Francis Xavier, Royal Roads, The King's Trent, Cape Breton
Saskatchewan	Regina, Saskatchewan, Victoria, Brandon, Lethbridge, Athabasca, Lakehead, Manitoba, Calgary
Manitoba	Athabasca, Brandon, Calgary, **Cariboo University and Colleges**, Lethbridge, Manitoba
Ontario	Guelph, Laval, Athabasca, Carlton, Lakehead, Laurentian, Lethbridge, McMaster, New Brunswick, Nipissing, Ottawa, Ryerson, Trent, Western, B. C. Open, Memorial, Brock, Calgary, Windsor, **B. C. Institute of Technology**, **Malaspina University College**, Royal Roads, York, Queen's, Toronto, Waterloo, Western, Wilfrid Laurier, **Nova Scotia, College of Arts and Design**, Victoria, **Ontario College of art and Design**, Saint Mary's, Bishop's, **Algoma University College**
Quebec	Concordia, Montreal, Mc Gill, Quebec, Laval, Bishop's, Sherbrooke, UBC, **the Royal Military College of Canada**
Nova Scotia	Acadia, Cape Breton, Dalhousie, Mount Saint Vincent, New Brunswick, **Nova Scotia, Agricultural College**, **Nova Scotia College of Art and Design**, St. Francis Xavier, Saint Mary's
New Brunswick	Athabasca, Cape Breton, Lakehead, Moncton, New Brunswick, **Nova Scotia Agricultural College**, St. Thomas
Prince Edward Island	Calgary, **Cariboo University Colleges**, New Brunswick, Prince Edward Island
Newfoundland & Labrador	Cape Breton, Lakehead, Memorial, **Nova Scotia Agricultural College**, **Nova Scotia College of Art and Design**

Source: Dowsett Johnston 1999 & 2001

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Summary

In Canada, as in many countries, post-secondary education is in many respects " a work in progress". College systems across the country continue to evolve, as governments and education authorities identify new priorities and develop new strategies to respond to the educational needs of a rapidly changing world.

This chapter has provided a brief overview of individual provincial and territorial college systems. The Constitution Act (British North American Act (BNA Act) of 1867, gave the provinces exclusive jurisdiction to govern education. Within this jurisdiction, provincial and territorial legislatures have developed their own educational structures and institutions. The result of this autonomy is that the education systems of Canada's ten provinces and three territories are similar in some ways and different in others.

All post-secondary institutions in Canada have been given the authority to grant academic credentials by their respective provincial or territorial governments, either through a university charter, or by an act of a provincial or territorial legislature.

At the national level, the Council of Ministers of Education (CMEC) provides a forum for education ministers to discuss matters of common concern, explore ways to cooperate, share information, and represent Canadian education internationally. The federal government provides indirect support to post-secondary education through fiscal transfer to the provinces.

Post-secondary education is provided by degree-granting institutions which are typically universities, and by non-degree granting institutions, which are typically referred to as colleges, community colleges, CEGEPs, institutes of technology, or institutes of technology and applied arts.

Colleges typically offer career-oriented technical training, general education leading to diplomas or certificates, and may offer some university transfer credit. Fees are usually charged for all levels of post-secondary education.

As was explained in the previous chapter, the college pattern in different provinces reveals that colleges offer a variety of programs, for a range of students with different abilities and educational goals. Programs vary from province to province and from institution to institution, but the mixes are designed and deliberate, and not the result of

historical accident (Dennison & Gallagher, 1986). The common curriculum components (not universal throughout Canada) of the colleges can be categorized as follows:

- Career/vocational and trades training programs usually of short duration, intended to produce graduates who are job-ready, and lead directly to employment
- Apprenticeship training theory to support on-the- job training
- Career/technical and paraprofessional programs of a wide variety, two or three years in duration, and intended to prepare graduates for employment at technical, mid-managerial, or professional assistant levels
- University transfer credit for courses that parallel or are equivalent to those offered by universities themselves
- General academic programs, with courses not intended for transfer to university but responding to a locally recognized need for post-secondary instruction of an academic, rather than job training, nature
- Personal interest and community development programs of cultural, recreational, or a community-based character which do not carry credit toward any college diploma or certificate, but which satisfy the intellectual or technical interests of individuals or groups of citizens within a community
- Pre-college level upgrading programs, or basic skills training
- Contract training programs in conjunction with industry needs.

The colleges' curricula across all provinces are becoming more and more comprehensive, and are intended to be responsive to the educational needs of the community's stakeholders. How the college system in Manitoba has been developed to respond to community needs, is the subject of the next chapter.

CHAPTER FIVE

THE COMMUNITY COLLEGE SYSTEM IN MANITOBA

Development of Vocational Education in Manitoba

Vocational Education in Manitoba began in the Parish of St. Andrews Municipality, north of the City of Winnipeg. In 1832, St. Andrew's Parish School was opened to provide skills, requisite to the practical life of those days. These skills consisted of spinning for the girls and carpentry, harness making, and animal husbandry for the boys (Department of Education 1962, Vocational Education in Manitoba).

In 1901, the McDonald Training School in Winnipeg was established to provide manual training facilities for the young people of the day. One thousand boys received instruction in woodworking in four classrooms, one-half day a week. Additional programs were located in the old Stovel Building on McDermot Avenue, two in Mulvey School, and one in Machray School.

In 1912, a comprehensive industrial arts program at Kelvin High School and St. John's Technical School in Winnipeg, provided metal crafts, drafting, and woodworking. These programs were the forerunners of Manitoba's present industrial arts program.

In 1938, the Canadian Vocational Training Branch of the federal Department of Labour opened a Youth Training Section at the Henry Avenue Training Center. Soon after the Second World War began, War Emergency Training Classes were begun at the Mid-West Training Center on Ellice Avenue. These vocational education programs were established mainly for youth still attending high school (Department of Education, 1962 and Department of Colleges and University Affairs, 1972).

In 1942, after the federal government passed the Vocational Training Co-ordination Act, a vocational education system was established in Manitoba. This act established a cost-sharing agreement with Manitoba and other provinces and provided funds to establish vocational education facilities (Department of Colleges and University Affairs, 1972). Gallagher and Dennison (1986) stated that 1942 marked the beginning of a new era for post-secondary education in Manitoba, particularly in vocational-technical education. After the war, Manitoba made considerable use of this act with its cost-sharing arrangements. The success with which ex-servicemen and wartime workers from

munitions and war machinery factories were rehabilitated to civilian life justified the effort and money invested in technical-vocational training.

In 1945, the Province of Manitoba signed the first Apprenticeship Agreement with the Federal Government and the first Provincial Apprenticeship Act became effective in 1946 (Department of Education 1962, Vocational Education in Manitoba).

In 1948, the Manitoba Department of Education acquired the old Ford Motor Company plant at Portage Avenue and Wall Street from the federal Department of Labour. This location became the center for vocational training for out-of-school youth and adults. This was Manitoba's first post secondary vocational training school and the forerunner of the Manitoba Institute of Technology (presently Red River College). The curriculum prepared individuals with specific job skills to enter directly into gainful employment. The same year, Manitoba established its first permanent post-secondary vocational institution, the Manitoba Technical Institute in Winnipeg (Department of Education 1962, Vocational Education in Manitoba).

From 1948 until 1961, the Manitoba Technical Institute (MTI) operated directly under the deputy Minister of Education. As the only school of its type in Manitoba it did not fit into existing structures in the department. At that time there seemed to be no need to set up a specialized branch for it, due to the local setting in Winnipeg and its relatively small scale of operations (Department of Colleges and University Affairs, 1972).

The expansion of services offered at MTI between 1948-1961 resulted in the development of a major new facility, the Manitoba Institute of Technology in Winnipeg. The growth of both population and industry in southwest Manitoba warranted the establishment of a second vocational institution, and the Brandon Vocational Training Center (BVTC) was established in 1961. Growth in the demand for vocational education in northern Manitoba led to the establishment in 1965 of the third vocational institution – The Northern Manitoba Vocational Center in The Pas.

It had now become necessary to have a new mechanism for the overall guidance and co-ordination of technical and vocational education in the province. A Directorate of Vocational Education was established in 1961, and this formed the basis of a reorganization within the Department of Education in 1964. (See Appendix B.)

In 1965, there was additional reorganization within the department and an Assistant Director of Vocational Education was added to the organization. However, the changes did not affect the basic structure of the Directorate of Vocational Education except that the jurisdiction of the Vocational Directorate was increased in scope to deal with the growing variety and complexity of technical and vocational services offered in Manitoba. This growth included:

- the development of new facilities and an expansion of programs in Brandon, and the remaining of BVTC to Manitoba Vocational Centre (MVC, (Brandon)
- the development of the Manitoba Vocational Center (The Pas) to be named the Northern Manitoba Vocational Center in 1966
- minor expansion of the Manitoba Institute of Technology facility, and
- initial planning for major expansion at MIT, initially to be called the Manitoba Institute of Applied Arts (MIAA), (Department of Colleges and University Affairs, 1972).

The plan also allowed for growth in the adult basic education and special program areas. The explosion in the growth of technical and vocational education programs and faculties led, in 1966-67, to the reorganization of vocational education into three directorates dealing with

- vocational high schools
- the three post-secondary vocational/technical/applied arts centers, and
- special programs.

The three directorates, i.e., Director of Vocational High Schools, Director of Provincial Vocational Schools, and Director of Special Programs reported directly to an Assistant Deputy Minister of Education.

In 1969 a further restructuring was approved, and the Youth and Manpower Division was formed. It combined the previous Directorates of Provincial Vocational Schools and Special Programs, with added responsibility for youth and manpower. This change was part of the reorganization of facilities and programs to recognize both the growth of vocational/technical programs and the addition of many new applied arts programs. It was designed to meet the changing philosophy of education in this area and to provide greater community and group acceptance of this form of education for youth and adults.

With the changing philosophy and greater community involvement, the concept of community colleges was being born.

The Community College system: Development, Organization and Operation

Reorganization within the Department of Education took into account the new functions which the newly introduced concept of community colleges implied. The restructuring was followed in 1970 by the renaming of MIT/MIAA to Red River Community College, Northern Manitoba Vocational Center to Keewatin Community College, and Manitoba Vocational Center to Assiniboine Community College (Department of Colleges and University Affairs, 1972; Gallagher & Dennison, 1986).

In the fall of 1971 the Department of Youth and Education, which had been created in 1970, was divided into two separate portfolios: the Department of Colleges and Universities Affairs, and the Department of Education. The Community Colleges Division, within the Department of Colleges and Universities Affairs, was to handle the growing complexity of vocational/technical post-secondary education and address the need for a separate entity for this important educational area.

The Community Colleges Division was further re-organized in late 1971 to a structure which included an Operations Branch, and a Review and Development Branch, with each being headed by an Assistant Deputy Minister.

These changes were designed to improve and streamline operations and provide more efficient delivery of educational programs to students, employers, and the public. The new organization would also provide a more clearly defined and strengthened evaluative and planning capacity in the division, to ensure the orderly development of the community college system in the province.

In September 1972, a new organizational structure for the Community Colleges was established, named the Department of Colleges and Universities Affairs Community Colleges Division (see Appendix C). Between 1972 and 1993, Manitoba's three community colleges operated directly under a Minister of Education. Ministerial approval was necessary for many things, including program changes and major expenditures.

As Dennison (1995) noted, on April 1, 1993, Bill 49, the *Colleges and Consequential Amendments Act*, was implemented and gave birth to boards of governance for

Manitoba's community colleges. Responsibility for college operations was passed to these newly created boards of governors and the colleges have become conventional board-governed community colleges as opposed to post-secondary branches of the Ministry of Education and Training. Bill 49 struck a balance between flexibility and accountability and, at the same time, created a partnership between institutional autonomy, through the boards, and government control. The government's stated reason for the changes was that the colleges would be better able to respond to community needs if ministerial approval was not needed for all major undertakings, since there would be greater local financial autonomy.

A college board now consists of a minimum of ten and a maximum of twelve government-appointed members, including a student representative and one college employee representative, elected by college staff. The college president is an ex officio, non-voting member of the board. The board members are collectively responsible to the Council on Post-Secondary Education (COPSE) and Minister of Advanced Education (Dennison, 1995 & Manitoba Government, 2001).

The Council on Post-Secondary Education (COPSE) is the provincial agency that works with Manitoba's universities and colleges to ensure better coordination, communication, and planning in the post-secondary education system, and allocates funding and approves programs accordingly (Manitoba Government, 2001 wwwgov.mb.ca).

Recently, the Manitoba government reorganized the Department of Education and as of January 2001, the three community colleges now report to the Minister of Advanced Education instead of the Minister of Education and Training.

In general, education in Manitoba colleges is subsidized by taxpayers, and in most programs students do not pay the full cost of their education. Some programs however, are not subsidized and the full cost is recovered. These are called *market-driven* programs (Harrison, 1995). Funding for Assiniboine Community College comes from a number of sources: the provincial government (College Expansion Initiative Fund), tuition fees, federally funded programs, and community contributions to programs.

After 1993, the three colleges agreed, in conjunction with the Department of Education that each college would be responsible for certain regions within the province

and it was agreed that no college would encroach into another's catchment area (see Appendix G). The map in Appendix G, shows the geographic areas of responsibility for Manitoba's three colleges, specifically outlining Assiniboine Community College's catchment area (ACC 1986-1989, Multi-Year Plan,).

It should be noted that originally the main focus of ACC was on agricultural programs for its catchment area of southwestern Manitoba. Now however, ACC's agricultural and nursing programs span the entire province (Harrison, 1995 & Appendix J). For RRC, the focus was on advanced technology programs that would serve both Winnipeg and Southern Manitoba, while the main focus for KCC was forestry programs to serve the entire province(Harrison, 1995).

The Development of Assiniboine Community College (ACC)

As previously stated, Manitoba's second post-secondary vocational school was established in Brandon in February 1961 as the Brandon Vocational Training Center (Department of Colleges and University Affairs, 1972, *A History of Community Colleges in Manitoba* P.2,). It began with 24 students and a staff of four. Within two years the programs had expanded, with shops and classrooms located in several places as follows:

- Agriculture Extension Center (1129 Queens Avenue)
- Brandon Transit System Building, and
- Fifth floor of the Prince Edward Hotel.

Courses were initially offered in construction, electricity, and automotive repair with drafting, business education and upgrading programs (adult academic education) being added in the spring (Nicol, 1991).

In 1963, Brandon Vocational Training Center ((BVTC) leased additional space in the old Brandon Sun building (24 Tenth Street) and the Western Motors building, (Princess Avenue and Tenth Street), which formerly housed the Brandon Medical Center. Courses taught at the Prince Edward Hotel were moved to the Western Motors building (Nicol, 2000, interview).

In 1965, based on continual growth in the development of vocational education programs and facilities in Brandon, the Brandon Vocational Training Center was renamed the Manitoba Vocational Training Center (MVTC). In 1966, MVTC moved into a new training facility in the east end of Brandon on land that was previously the

municipal golf course. In 1970, MVTC was renamed Assiniboine Community College (Nicol, 1991).

As can be seen from the flow charts in Appendices D, E and F the organizational structure of vocational education in Manitoba in general, and at Assiniboine Community College in particular, has seen many changes since the 1960s. The increased importance placed by society on this field of education has created a continuous expanding, and ever changing growth pattern, indicating that the college has been dynamic since inception.

The changes in the college's organizational structure were deemed necessary to respond to both the growth in size and the growth in complexity of programming. As Dennison (1995) has pointed out, the emphasis at Assiniboine Community College is on supporting and maintaining a strong rural economy. Its role as a rural community college is reflected in its program mix, in its strong focus on continuing education, and in its establishment of numerous regional centers and partnership delivery sites. Agricultural programs and extension courses are central to a comprehensive program profile, currently featuring such unique offerings as the Rural Initiatives programs.

In 1982, expansion at ACC saw an east wing being built onto the original building. These combined facilities enabled the college to offer modern, up-to-date training such as Heavy Duty Mechanics pre-employment and four levels of apprenticeship training programs. The original building of today's main campus which is referred to as "the old building" includes a cafeteria, gymnasium, administration office, students services center, registration office, human and health services division, Distance Education and New Instructional Media (DENIM) center, the human resources office, and the accounting department. The newer wing houses the library and the library's computer center, media production programs, the print shop, the students' association office, the business administration division, classrooms, mechanical shops, apprenticeship labs, additional classrooms, and a mechanical instructional office (ACC 1988-1991, Multi-Year Plan).

In September 1986, ACC established the Parkland Campus in Dauphin and began offering several full-time day courses to Parkland area residents. As well, the Parkland campus offered first year office administration, automotive technician certificate programs, adult basic education and continuing education programs. In 1986, ACC also opened its Business and Industrial Training Center, located at 37-11th Street in

downtown Brandon. The center offered programs tailored to the needs of a wide range of business and industrial clients (Sobchuk, interview 2000).

In September 1995, in cooperation with the Brandon School Division, ACC opened the Brandon Adult Learning Center (BALC), located at 725 Rosser Avenue in downtown Brandon (ACC's Post-secondary & Skill Development Multi-Year Plan, 1988-1991). The center provides an opportunity for adults to take high school courses, in an adult setting, and is authorized by Manitoba Education and Training.

The BALC program is designed primarily to lead to a Mature Student High School Diploma. However, students may also complete a regular diploma, or take additional courses if they already have a high school diploma. The BALC provides students with the foundation skills needed to go on to post-secondary education, or to enter the labor force directly. It also includes a Developmental Education Department which provides high school programming to off-campus sites (Kerr, interview, 2000).

CHAPTER SIX

PROGRAMS AT ASSINIBOINE COMMUNITY COLLEGE

This chapter briefly describes ACC's educational objectives, its programs and operation, and its response to a changing community. It provides an overview and summary of course development, and the program trends in each decade during the past forty years and it attempts to identify ACC's response to changing community needs.

Today, Assiniboine Community College offers close to 40 different full-time day courses (29 programs) through its five divisions, not to mention the numerous courses offered through Continuing Education and Distance Education. Over the years, courses have continually been added, changed, revised, upgraded, and deleted as needs warranted. From an examination of programs and courses offered since the college began, a table has been developed to represent this information (see Appendix H). This data was then collapsed to provide a summary for each program by decade (see Table 5). Utilizing data from table 5, some significant features were identified by decade, related to programs and course offerings and delivery operations.

Table 5 : Number of Programs Offered at ACC by Division and Decade (1960-2000)

Division	Number of Programs				
	1960s	1970s	1980s	1990s	2000s **
Agricultural & Rural Enterprise Division	1	3	7	14	6
Business and Tourism Division	1	3	8	9	5
Extension Services Division	1	3	15	6	2
Health and Human Services Division	2	4	8	10	6
Information Technology Division	5	7	9	10	7
Trades Division	23	24	21	17	9
Apprenticeship Training	2	3	5	6	5+1*

* to be transferred to Red River College
** reporting for only 1 year
Source: Appendix H

Programs and operations during the 1960s

The Brandon Vocational Training Center (BVTC) opened its door in the early 1960's. It offered only two courses: Construction Electrician and Automotive Repair (Manitoba Department of Colleges and University Affairs, 1972). By the mid 1960's its

name was changed to the Manitoba Vocational Training Centre. In addition to the two courses initially offered, courses for program 3 (pre-employment training or re-training), program 5 (training for unemployed persons), program 6 (training for disabled persons), Basic Training for Skill Development, and program 4 (training in co-operation with industry) were added to the list. By the end of the 1960's, Computer Technology and first year Instrumentation Technology along with Electrical and Electronic Technology were also offered. These courses had direct transfer credit privileges into MIT (currently Red River College) for the second year of studies. In total, 27 courses were offered with the predominant number of courses being in the Trades fields (see Appendix H) .

During the 1960's the college's objective was to be accessible, to provide career education and personal development to a broad spectrum of its catchment area population, and to establish a partnership and articulation with other educational institutions in Manitoba (Manitoba Department of Colleges and University Affairs 1972). The clientele included high school graduates, the disadvantaged, individuals interested in upgrading or retraining, and students with a deficiency in basic education. Portions of the programs were available to clientele sponsored by other government agencies.

Programs and operations during the 1970s

In 1970 the Manitoba Vocational Centre again underwent a name change now becoming Assiniboine Community College (ACC). With the name change, responsibilities expanded to include vocational preparation, extension programs, on-job site training, management training programs, and special programs specifically for the Southwestern Manitoba area.

Throughout the 1970's the college continued to face many changes and challenges (even its logo changed – Appendix I) and continued to grow. Programs expanded to include subjects of general interest as well as credit in skill subjects. Many outreach (extension) programs including Adult Basic Education, Agriculture Training, and Special Programs were developed to meet the needs and expectations of the region. People were trained in special trade areas to respond to shortages in the local industries.

Changes were also made to ACC's advisory committees and board by including students and faculty. This was an attempt to create a structure and a system capable of

introducing new programs, improving the delivery process, and responding effectively to on going demands.

Programs and operations during the 1980's

During the 1980's ACC's programs were designed primarily to provide training for the labour force to meet short and medium term skill shortages, as well to prepare for emerging high technology occupations considered critical to the continuing development and growth of business and industry.

The college, therefore, offered a variety of courses of varying lengths to meet the needs of the community. ACC collaborated with Canada Manpower to provide training to meet the specific labour needs in the Southwestern Manitoba region.

During this decade the college underwent a 93,000^{sq} ft expansion and increased its collaboration with Canada Manpower. It now offered a cooperative education delivery system, established the Business and Industrial Centre in downtown Brandon, offered some engineering technology and trades courses in modulized format, and increased accessibility to post-secondary education in Manitoba. Specific courses like correctional officer training, and developmental studies for Aboriginal students were developed and offered. Involvement in international education was continued. Credit transfer agreements were established with Red River Community College (RRCC), Brandon University (BU), the Certified General Accountant Association (CGA), and the Canadian Credit Institute. The Manitoba Society of Certified Engineering Technicians and Technologists (MANSCETT) also accredited the Electrical Technology Program.

Programs and operations during the1990s

During the 1990's, ACC's main objective was to provide programs through leadership and community partnerships. Education and training opportunities were provided to enable individuals to acquire skills and knowledge to contribute to a sustainable and dynamic rural economy, and to enhance their life-long economic, security, and personal development (Manitoba Education and Training, 1990-91).

The College also held three public forums on the main campus in 1993, 1997 and 2000 respectively, for community input into its program direction and development.

The College now involved its stakeholders much more in the development and delivery of training.

Articulation agreements were also signed for credit transfer to degree programs from its diploma programs with several colleges and universities across Canada, for example: Athabasca University, Brandon University, University of Calgary, University College of Cariboo, University of Lethbridge, University of Manitoba and University of Winnipeg.

The College collaborated with the Aboriginal community to provide a Licensed Practical Nursing (LPN) program on the Peguis Reserve and offered an Aboriginal Development Certificate program focusing on First Nation and Metis issues in several reserve locations.

Programs and operations during 2000-2001

The objective of ACC, in the school year 2000-2001, was for the college to continue to expand the range of its academic programming in order to respond to the ever-increasing needs and aspirations of the people of southwestern and rural Manitoba.

Due to the provision of additional funds it was able to add new programs such as the Construction Electrician Certificate, Business Administration Diploma (distance delivery), Licensed Practical Nursing Refresher program and Professional Cooking Certificate.

The College continued to have full responsibility for agriculture training for the entire province and it developed a four-year operational plan for academic growth. It offered a Comprehensive Health Care Aide program (6 months) in various rural locations and received the mandate to offer Licensed Practical Nursing Training a total of six times annually in Brandon, Winnipeg, and two rotating rural sites. As well, the college was given the challenge to develop and deliver four new additional programs in the school year 2001-2002: Web Design, Culinary Arts, Precision Agriculture and one certificate program for Civil Technicians (see Appendix H). This will increase the total number of diploma programs to 17 and certificate programs to 11 (ACC, Synopsis, 2000-2001). The college is involved in a comprehensive process of program review and assessment and a series of community consultations were organized by the Board of Governors as a

follow-up to previous consultations (Transaction 2001, Phase I & II). The Board also approved an increase in funding for staff development.

Responding to Changing Community Needs

In the 1960's, ACC quickly expanded its trades pre-employment training to fulfill the demand for skilled trades people, and at the same time offered one level in Basic Training for Skill Development (pre-vocational) for those who had not completed high school. In addition it offered intensive training to unemployed persons, and training for disabled individuals whose continuing disability required training or retraining for employment in an occupation that was suitable to his/ her case. It also introduced programs in engineering technology in answer to developing industrial needs. ACC displayed flexibility by providing some programs in double sessions and some in single sessions, making its service more accessible to those wanting to gain education, training, and skills.

A portion of the programs were designed for and available to clientele referred and / or sponsored by other governmental agencies such as: Department of Manpower and Immigration, Indian Affairs and Northern Development, and Provincial Departments of Labour, Agriculture, Health and Social Development, Mines and Resources, and Industry and Commerce. The students referred by these agencies generally required financial assistance in lieu of wages and received allowances and / or other financial support while in training.

The College began the 1970s with the objective of being "a learning environment responsive to the needs of the community" (Manitoba Department of Youth and Education, Annual Report, 1970 -71, p.65). Throughout this decade there was a continued response to community needs with additional advanced vocational training, extension programs, in-plant training, management training, and retraining being developed. ACC began to extend its programs through satellite training sites and extension courses, with Farm Maintenance Mechanics, Basic Farm Electricity and home-making courses being offered in rural areas. Innovative short-term and special training programs were developed in order to prepare skilled people for special trades such as: the 10 week Outboard Motor Repair and Service, Motorcycle Repair and Service, and

Water Safety (Manitoba, Department of Colleges and Universities Affairs, Annual Report, 1972-74). Increased interest in pre-employment courses allowed the college to demonstrate its capability and flexibility by adding three new apprenticeship programs to its menu.

The College responded to the needs for training in the agricultural area with such high quality that it received the provincial mandate to be responsible for providing the agricultural needs training for the entire province of Manitoba. The college also started to evaluate prior experience, giving credits to candidates who had practical experience in Welding, Bookkeeping, Electronic Technician and Practical Nursing, thus introducing the practice of Prior Learning Assessment (PLA). ACC further embraced the challenge and opportunity to be responsive to a larger community by joining with the Canadian International Development Agency (CIDA) in the offering of education and training in communities overseas such as Tanzania.

The Post-Secondary, Adult and Continuing Education Division, established a guide for the 1980s, where the mandate and expectations for Manitoba colleges was to increase: a) accessibility, b) integration in the development and delivery of services in order to increase the cumulative benefit derived within post-secondary education, c) flexibility in the delivery of education and training so that the post-secondary education system can respond to diverse learning needs, and d) the capability of post-secondary education as a major contributor to human resource development. ACC provided institutional training by using both the community's resources and the college's facilities. (Manitoba Department of Education, 1982)

By providing programs both on campus in Brandon and in other communities throughout its catchment area, ACC was able to deliver agricultural programs to communities in need of training within the province. In doing so, short and medium term skill shortage needs were met.

During the 1980s increased demands for programs required that ACC complete an expansion at the main campus in order to accommodate its clienteles' technical education needs under one roof. ACC was now prepared to provide training for the rapidly emerging high technology occupations. ACC joined Canada Manpower's Industrial Training Programs in a partnership and expanded the offerings of programs which were

designed to meet the general manpower needs in the province and the vocational skills needed for those specifically living in southwestern Manitoba.

The College signed an articulation agreement with Brandon University (BU) for credit transfer to the BU business program, thereby allowing student mobility between ACC and BU. The College started to offer its educational service to Native communities by providing Correctional Officer Training, Agriculture Training, and Basic Training for Skills Development courses in Sioux Valley, Waywayseecappo and Long Plains (Manitoba Department of Education , 1980, 1981 Annual Report & Manitoba Education and Training, 1989-90). By the end of the 1980s, ACC had responded to changing community needs, by opening a training centre in downtown Brandon, and establishing a market driven Training Department to respond to the industries and organizations that needed customized training.

During the 1990s, ACC's main objective was "to provide, through leadership to the community, an opportunity for individuals to acquire the skills and knowledge to enhance their life-long economic security and personal development" (Manitoba Education and Training, 1991, p.48). In responding to this objective ACC continued to expand its programs to meet the needs of the community. It offered courses of varying length including day or evening courses at the Brandon and Dauphin campuses, and in the Russell and Neepawa training centres, as well as in many other rural communities.

The College initiated an academic renewal process in order to allow students the flexibility to customize their training programs, and facilitated career-pathing opportunities to attract more sequential and near-sequential students. It enhanced the employability of its graduates, through the relevancy of its programs and facilitated lifelong learning by increasing program accessibility. ACC initiated an internal program and course articulation process, which allowed students greater flexibility and opportunity for customizing programs and this was a foundation for greater articulation with provincial high schools, the three Manitoba colleges and 6 universities in three provinces (see Table 4, page 30).

It began to offer an Aboriginal Community Development program and worked very closely with various Aboriginal organizations including the Dakota Ojibway Tribal Council, and the West Region Tribal Council. The college made a major commitment to

distance education, and established the Distance Education and New Instructional Media Centre (DENIM) as a support service to academic program areas, and developed the necessary infrastructure and expertise at the college to enable successful distance program delivery.

The College administration and staff collaborated with the newly appointed Board of Governors to undertake a series of community consultations in order to set its educational services direction for the future, and responded to the provincial government's intention to increase college enrollment by developing a four-year plan for academic growth.

ACC continues to have the provincial mandate to offer agriculture and contract learning courses for the entire province. Because of its effective performance and responsiveness to change and challenge it was given the mandate to offer Licensed Practical Nursing (LPN) training along with six other new programs.

It is evident that throughout its educational service history, ACC has shown flexibility in responding effectively to the ever changing and challenging educational and training needs of the southwestern Manitoba community. It has attempted to make itself more accessible by reaching-out to a variety of groups, organizations, and communities through its diverse programs as well as by working to create credit transfer opportunities for its students. Using information from Appendix H, the Trades Division and the Practical Nursing program have been selected, as examples, to demonstrate program trends at ACC.

The Trades Programs

It can be observed that, from the start, the predominant number of courses offered by the college were in the trades field. Today, most of the college's courses are still in the trades related fields. The Trades Division offers four diploma, five certificate, and six apprenticeship programs, totalling 15 programs. From Appendix H it can be noted that the pre-employment Carpentry and Woodworking certificate program first offered in the 1960s is still being offered today. The Machine shop practice and Automotive mechanical repair programs' names were changed to Automotive technician / technology,

and to Industrial Metal Fabrication respectively. The Architectural and Engineering drafting programs were offered up until the early 1990s, when they were terminated.

In the Apprenticeship theory program, among all of the apprenticeship programs, Construction Electrician, Heavy Duty Mechanics and Motor Vehicle Mechanics program which were offered in the 60s, 70s, 80s, and 90s are still continuing. Industrial Instrument Mechanics and Plumbing were only offered during the 80s. Truck Trailer/ Bus Mechanics, which started in the 80s, will come to an end and is being transferred to Red River College (RRC).

The majority (70%) of Trades Division's programs are certificate programs with 30 % being diploma programs. The college is currently offering 17-diploma programs compared to the late 90s, when the diploma program number was only 12.

The Practical Nursing Program

The Health and Human Services Division's Nursing program is the second example chosen to demonstrate a program's trend.

In southwestern Manitoba, Registered Nurse (RN) training began as far back as 1892. At that time students resided in the Brandon General Hospital (BGH) while they received their two-year training. In 1968 the new Brandon General Hospital School of Nursing facility and its residence was officially opened (Perry, 1983).

Since BGH's School of Nursing was already offering an RN program, and because ACC was an institution which typically provided short-term career / skill training, ACC did not offer a nursing program in the early years of its formation.

In 1975, the college began offering a 10 month Licensed Practical Nursing (LPN) program. Since the 1970s this has been expanded to refresher and completer nursing courses as well as Comprehensive Health Care Aide programs (see Appendix H) on its main campus and at its Dauphin campus, as well as in other communities in southwestern Manitoba.

In the late 1980s and early 1990s, ACC's nursing programs and activities decelerated, the main reason for this being funding cutbacks from the government. However, by 1996, the LPN program expanded to 11 and then to 14 months to include training in gerontology and psychogeriatrics in response to the provincial mandate (see

Appendix J) to accommodate Manitoba's growing need for highly skilled nursing professionals. In 2000, the program expanded to 16 months with the addition of breaks between terms to accommodate the intensive training program. The Licensed Practical Nursing (LPN) program is currently being delivered with two intakes each in Brandon and Winnipeg and one intake at each of two rotating rural sites.

Because of the intensive training program and the practical expertise component, Licensed Practical Nurses (LPN) are able to function as nursing professionals in acute care facilities throughout the province and as secondary care providers in gerontological and psychogeriatric care.

The success rate for LPN's writing the national examination has been 100% with a 100% employment rate for the graduates. ACC has the provincial mandate for the training of LPN's and has demonstrated a record of responding quickly to emergent health care needs. The college, and its Health and Human Services Division, is well positioned and prepared to support the government in its attempt to address the nursing shortage in the province by substantially increasing the capacity of its Practical Nursing program. Based upon graduation rates of 70%-75% over the past 3 years, this increased capacity is expected to generate an average of 100-120 fully qualified nursing professionals per year.

If ACC is to continue its commitment in responding to the current nursing shortage , additional funds and appropriate physical space will be required.

Summary

Assiniboine Community College (ACC) has expanded over the years to offer an ever-increasing number of courses and programs. ACC's programs /operations during the past four decades indicate that ACC has demonstrated responsiveness in both the past and present to the demands of its southwestern Manitoba community.

Over the decades, ACC has presented different educational objectives all of which attest to ACC's accessibility, flexibility, and its eagerness to listen to the stakeholders within its catchment area in order to be fully responsive to the ever changing and challenging educational and training needs of southwestern Manitoba.

ACC continues to have the provincial mandate to offer agriculture and contract learning courses for the entire province. Because of its effective performance and responsiveness to change and challenge it was given the mandate to offer Licensed Practical Nursing (LPN) training along with six other new programs.

ACC's programs and operations show both a shift from past practice and a real adaptation to the needs of the present and the future. Through its programs ACC has involved its stakeholders to set the course for the college's direction for the future.

Cost recovery programs such as the Market Driven Programs Division and DENIM show the college's entrepreneurial ability. ACC has also used technology to set up alliances with other colleges so that each brings particular expertise into a larger curriculum (example, brokering courseware).

Social, political, and economic influences which contribute to ACC's service programs and operations have been apparent throughout its history and will continue to affect future changes made in its programs and operations.

CHAPTER SEVEN

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Responding to the Community - The Roblin Commission Recommendations

From the previous chapter it is obvious that ACC has been in the process of responding to community needs since its beginning. Change in its structure, operations, and programs has been an on-going process.

In the University Education Review Commission Report known as the "Roblin Commission Report", the Commission, in Chapter Six of its report, recommended four key recommendations related to change, with the expectation that the college would be responsive.

Responding to recommendations such as those, from the Roblin Commission, has not been a new event at ACC but rather a continuation of what has already become the norm. This chapter will outline how ACC has responded to the four main recommendations of the Report.

1. Review of their current mission and role statements.

In attempting to implement this first recommendation, ACC recognized the need for greater public participation in the process, when on December 2, 1993, eight months after moving to board governance, ACC held its first public constituent planning forum called " Transaction 2001, Phase I" at its main campus in Brandon. The purpose of this forum was to provide ACC with broad community input to help in future planning and to set the course for the college's mission and role statements for the future. The forum involved a variety of stakeholders including individuals and organizations from business and industry, agriculture, aboriginals, school divisions, the environment, government and non-governmental agencies, as well as college staff and students.

The forum concentrated on three key areas: programs and clientele, accessibility, and the role of education and training in the economic development of southwestern Manitoba (ACC 1993, Transaction 2001).

Outcomes from these consultations pointed to education and training as being a critical element in meeting local, national, and international challenges, and in developing new workforce skills.

The forum, in considering the training required for the workforce of the future, challenged the college to offer programs that would be relevant and diverse in content, and in the method of delivery. ACC was also challenged to attract clients such as sequential students, adults requiring skills retraining, and learners of aboriginal descent who reflected the needs of their communities.

ACC held its second public constituent planning forum called " Transaction 2001, Phase II" in January 1997. The college's Board of Governors' second initiative followed on the success of the first forum. The purpose of this forum, as in the first one, was for the college to gain input from stakeholders in southwestern Manitoba for the review of its present mission and role statements and to assist in planning future directions for Assiniboine Community College (ACC, 1997 *Transaction 2001*).

In the second forum, stakeholders expressed concern regarding the currency of technology at the college and especially emphasized that Internet access should be available to all students and that computer courses should be compulsory in any program that ACC offers. They further emphasized that ACC must ensure that in its course offerings, employability skills are taught. Since then, ACC has addressed these requests by keeping its technology equipment current and has supplied every student and staff with access to the internet. Further, it has also made sure that in its academic renewal, employability skills were built into its programs (ACC, 1997 *Transaction 2001*).

In 2000, ACC's Board of Governors undertook a series of small size community consultations to follow up with Transaction 2001, Phase I and II. At the first one on March 8, 2000, ACC hosted a consultation with representatives from the Manitoba Aboriginal community on its main campus and invited related external stakeholders, ACC's Board of Governors, senior management, aboriginal students, Native Student Advisors and a limited number of college staff. The aboriginal participants at the meeting stated that the existing programs at ACC were appropriate to the needs of Aboriginal students and communities. They then asked ACC to: a) establish further partnerships

between ACC and First Nation communities as this is a key to Aboriginal student success, b) design and deliver more Aboriginal-focused programs to meet the additional needs of Aboriginal students, c) involve Native Elders in addition to the academic counselling provided by a Native student advisor, d) recruit more staff and faculty of Aboriginal descent, and e) have ongoing communication and cooperation between ACC and First Nation communities (ACC, Community Connections 2000).

The second consultative meeting was on May 17, 2000. The college's Board of Governors hosted the meeting with representatives from the southwestern Manitoba Health Care community. They invited related stakeholders, a limited number of college staff and Board members for a one-day discussion. The participants expressed the opinion that ACC's Practical Nursing and Comprehensive Health Care Aide graduates were well trained and met the needs of the employer, but, there are not enough of them. In this meeting, the participants asked the college to: a) extend its practicum period for practical nurses as practicums are critical to job readiness, b) get assistance from the health care community to identify and qualify existing and anticipated skill shortages and to lobby government for financial assistance to meet this challenge, and c) work hand-in hand with the Regional Health Authority Resources Network and private industries in order to develop a strategic plan (ACC, Community Connections 2000).

The third consultative meeting was on November 29, 2000. The college's Board of Governors hosted the meeting with representatives from the agriculture community. They invited related stakeholders, a limited number of college staff and board members for a one-day discussion. The agriculture representatives stated that agriculture is rapidly changing and that, the challenge of technology, conservation of the environment, and expanding operations are ever increasing issues that need to be addressed. With these changes and challenges comes a need for expanded training throughout the industry. They identified and recommended a number of training programs and courses to be developed and delivered by ACC, such as: Precision Agriculture as Manitoba agriculture is ready to embrace it, more continuing education options for refresher courses, short and intensive training sessions related to compulsory regulations, and cutting-edge technology. They expressed the view that the future will include larger farms with an expectation that future operators will require specialized and advanced training in

technology and the environment. The college was challenged to assertively market agriculture and its new technologies as a career opportunity. The representatives also emphasized the importance of training in the area of farm business management. They all agreed that ACC must play a lead and expanded role in providing the education and training needed for the agriculture sector in order to foster and enhance the well-being of the industry and to ensure the future of the region (ACC, Community Connections 2000).

The southwestern Manitoba community and the college clientele have both witnessed how ACC's Board of Governors has attempted to implement the commission's first recommendation. The mission and role of the college has been reviewed and revised in response to the stakeholders' input.

2. Credit transfer arrangements and student mobility between institutions.

During the Transaction 2001 Phase I forum of 1993, ACC's stakeholders challenged the college to prepare for a renewal and change process, and emphasized that the College should facilitate credit transfer between ACC and other post-secondary education institutions.

In 1994, ACC initiated an academic renewal process, which provided students the flexibility to customize their training programs to their specific needs. At the same time, ACC started to work with various educational institutions and agencies in order to provide maximum flexibility for students. By allowing for transfer of credit and career pathing opportunities for its graduates, program accessibility was increased. As a foundation for greater articulation with high schools, other colleges, and universities, ACC also initiated an internal program and process of course articulation, which allowed students greater flexibility and opportunity. The same year, a tri-college credit transfer guide was initiated to provide greater articulation among Manitoba's Community Colleges and to establish a basis for a general post-secondary credit transfer guide. Based on this arrangement, ACC's Business Administration, Engineering Technology, Automotive Technician and Early Childhood Education students completing the first year of their program at ACC could transfer into the second year of their field at R.R.C or KCC. The Engineering Technology students could transfer into the second year of

Communication, Computer, Electrical, Electronic, or Instrumentation Engineering Technology at RRC.

In 1995, students graduating with a diploma from ACC were eligible for a 42 credit hours transfer towards a 90 credit hour Bachelor of General Studies (BGS) degree at Brandon University. Business Administration diploma graduates were eligible to transfer 36 credit hours to the Bachelor of Arts (Business Administration option) program.

ACC graduates with an Early Childhood Education (E.C.E) diploma were eligible for a two-year block transfer into the Four Year *Bachelor of Education (B.Ed.) degree program (Early Years Route)*at Brandon University. With the discontinuation of the Four Year B.Ed., E.C.E graduates are now eligible for a block transfer of up to 60 credit hours into the 150 credit hour Bachelor of General Studies/ Bachelor of Education (B.G.S/ B.Ed) program at Brandon University. Also Early Childhood Education graduates at ACC could be eligible for up to 30 credit hours transfer to the University of Manitoba *Family Studies* degree program. In addition, students graduating from any diploma program from ACC could be eligible for up to five full course equivalents and those with the certificate from ACC could be eligible for up to two full courses at the University of Winnipeg .

In 1997, ACC signed an articulation agreement with the University of Lethbridge whereby students from ACC's Business Administration diploma, with a Grade Point Average (GPA) of 3.0 or better, could be eligible to enter a two-year post diploma program leading to a *Bachelor of Management* degree. Students with a GPA of 2.0 to 2.99 were required to take and complete a five course qualifying program before being accepted into a post-diploma program.

In 1998, two more articulation agreements were signed. One was with Brandon University wherein ACC's Aboriginal Community Development program received a two-year block transfer (60 credit hour) into *First Nations and Aboriginal Counseling degree* program at BU. The second agreement was with Athabasca University and here students from ACC's Business Administration diploma were eligible to receive two years of credit (60-90 credits hour) towards Athabasca's post-diploma *Bachelor of Business Administration* degree.

In 1999, ACC signed an articulation agreement with the University of Calgary. Graduates of ACC's Hospitality / Tourism Administration diploma program who achieved a GPA of 3.0 or higher, and who had successfully completed specific electives as part of their program, were eligible to enter into a two-year post-diploma program leading to a Bachelor of Hotel and Resort Management degree.

ACC has continued to expand credit transfer agreements for its programs between institutions such as RRC, KCC, Brandon University, University of Manitoba, University of Winnipeg, University of Athabasca, University of Calgary, and the University of Lethbridge, thus responding to the second recommendation of the Report.

3. **A broader range of diploma programs and joint programs, that correspond with the regional character of the colleges.**

ACC has been attempting to respond to the suggestions from southwestern Manitoba stakeholders and to the recommendations from the Roblin Commission that its program offering be both broader and more flexible. It therefore is cognizant to the nature of the mix of clients and to the variety of programs required in order to satisfy the needs of its catchment area. ACC continues to offer a broad range of diploma programs that corresponds with the regional mandate of the college.

Prior to the Roblin Report, ACC offered five diploma programs (ACC, 1992 Annual Report). After the Commission recommendation in 1994, it offered eight diploma programs at the Brandon and Dauphin campuses (ACC Academic Report, 1993-94). Today ACC is offering 13 diploma programs at the Brandon and Dauphin campuses (ACC Academic Report, 1999-2000). By September 2001 it will be offering 16 diploma programs which is an increase of 200% since 1994. (see Appendix H).

As stated previously, in 1994 a tri-college credit transfer agreement, among Manitoba's Community Colleges, established a basis for a general post-secondary credit transfer guide for joint programs. Based on this joint program arrangement, Business Administration, Engineering Technology, Automotive Technician and Early Childhood Education students could complete their programs, with no credit loss at any of the three colleges where programs were available (ACC, Academic Report, 1993-94).

On March 15, 2001, ACC and Keewatin Community College (KCC) launched a joint diploma program called "Business Administration Diploma- General (BADGDE) by Distance Education. This program is targeted to those students who might not have access to Business education, and it also creates an opportunity for people already in business to access new skills and new ideas while operating their business (ACC & KCC 2001, News Release,).

4. Increase in the participation rates.

Among other challenges, ACC faced the challenge of how to provide service to rural Manitoba and how to increase participation rates in the rural areas. ACC has been able to do this through the use of the Internet (on-line distance education) and market-driven training programs. Its community based delivery, utilizing satellite operations at its Parkland campus in Dauphin, a regional center in Russell, and extension centers in Neepawa, Virden, and Swan River has further increased its accessibility to students.

ACC has planned to provide a greater range of flexible and accessible programs, to all people in its catchment area in order to increase the rate of participation in its program offerings. In March 1993, there were 722 regular day students, and a total of 8,655 full and part-time students enrolled in ACC programs (Manitoba Education and Training, 1992-93 Annual Report). This data refers to the period prior to the Roblin Report recommendations being implemented. Four years later, after implementing the Roblin Report recommendations, the statistics from ACC's 1997 school calendar reveals that the enrolment in its program offerings had increased. In March 1997, there were now 1,500 regular day students, and a total of more than 10,000 full and part-time students enrolled in ACC programs.

The task of increasing participation rates at ACC continues. In response to the current provincial government's intention to increase college enrollment, ACC has developed a four-year operational plan for academic growth. This document provides a framework for significant, sustainable expansion in both the range and number of programs the college will offer. The college, as usual, is responsible for agriculture training for the entire province. This year, as a result of needs identified by the health reform review, ACC received the provincial mandate to offer Licensed Practical Nursing training (Davey, interview 2001).

ACC's enrollment number for full-time day programs in the 1999-2000 school-year was 1600 students, and a total of 9000 students attended one or more off-campus, community –based or evening programs. In comparison with the 1997 enrollment participation rate, this indicates that ACC's effort to attract more students to its regular day program is having positive results (ACC, annual report 1999-2000).

Conclusions

Change is not new to ACC nor to other community colleges. In fact, when compared to other public and human service organizations, some might call community colleges the masters of change. The magnitude of change at ACC certainly will not happen and has not happened overnight. Proposed change may not happen fully if those who must carry it through are not satisfied that proposed changes are necessary. Involving the faculty/staff in the process of change, and utilizing their input, then, could be an effective way to ensure that desired changes are implemented successfully (Perkins, 1995).

When every faculty/ staff member at ACC understands and knows where, how, and to what extent they can be involved in the process of change, and receive encouragement for their involvement, the faculty/ staff will then have a sense of ownership which would help to make the overall change process more effective. If the view is accepted that ACC is being transformed, and not reformed, then the success of the change process depends on how much effort is put into ensuring that everyone is committed to bringing about the desired change.

Since few educational institutions have been transformed successfully (Deal, 1992), every effort should be made, as ACC is doing, to actively involve all the stakeholders in the process. Otherwise, its success may be quite limited.

As Dennison and Levin (1988) have emphasized, the priority of the college system in Manitoba is training students for employment. To fulfill this mandate, the administration at the college level has taken the stance that the college must become more responsive to its clientele, and ultimately, more accountable to the community that it serves. According to Bunda and Delene (1991) college administrations have recognized

that higher education is a market-driven service industry whose success is measured by the quality of its product (in this case, education and training).

A major determinant of how well Assiniboine Community College embraces constructive change and responds to its community needs and expectations, depends on how well faculty and staff are informed and involved in the process of college transformation in providing better service to its clients.

ACC has been a leader among post-secondary institutions in southwestern Manitoba in facing ongoing change, and in responding to meet workforce training needs. The high level of community participation has confirmed that the community is interested in being actively involved with the college and the College Board has listened to the recommendations. It also confirms that the College has an important role to play in both the educational and the economic well-being of the total community.

Transaction 2001 phases I and II challenged the College to prepare for a renewal process and for change. There is evidence that Assiniboine Community College has responded to these challenges with a willingness to change. ACC's efforts have paved the way for credit transfer and student mobility between post-secondary institutions within and outside of the province. Since 1993, and up to today, it has increased the range of diploma programs by 200%. There has been a significant increase in participation rates in enrollment since 1993 and the college continues to increase the enrollment number to its fullest capacity. In this regard, it is currently developing the basement of the new academic wing, and at the same time conducting a feasibility study on the former Brandon Mental Hospital building as ACC's future home (Mills, interview, 2001). Since the Roblin Commission's recommendation, the college has reviewed its academic mission and role statement every three years - in 1994, 1997, and 2000.

The world is changing in fundamental ways which directly affect the lives and future of Canadians, Manitobans, and specifically the people in southwestern Manitoba. Industries, and institutions around the world are being strongly challenged to adjust to these changes and so to with ACC, which has demonstrated its adaptability, capability, and responsiveness to meet its community's needs.

RECOMMENDATIONS

This section contains recommendations and some suggestions for the Assiniboine Community College. First, this study has shown that Assiniboine Community College has responded well to community needs in its program offerings and in its operation. Secondly, ACC has demonstrated a responsiveness to recommendations both from the community and the Roblin Commission.

However, based on the data from ACC's academic reports and annual reports, since 1992 to the present, there are a number of issues which the researcher sees as very important and which require further attention. These are as follows:

- The participation rate of aboriginal students has dropped significantly. (In 1996-97 it reached a peak of 24.4%, of total enrollment; at present, it is only 15% of total enrollment).

It is recommended that research be done to determine why there has been such a distinct drop in Aboriginal student enrollment. This research should pay close attention to requests and suggestions which came from the Board of Governors' March 2000 meeting with the Aboriginal communities.

- The participation rate of sequential students or the students near completion of high school has dropped sharply from 48% of total enrollment in 1993-94 to 28% in 1996-97 and to 19.6% in 1999-2000 (the data for 2000-2001 is not available since 2000-2001 ACC's academic report is not published yet)

It is recommended that the college would benefit by examining its marketing strategies and identifying a more innovative way to attract sequential students from the high schools within its jurisdiction.

The following are some additional issues for further studies;

- To what degree has ACC responded to the Aboriginal communities' concerns and needs for programs related to their communities.
- How successfully is ACC continuing to respond to the labour needs within its region in the present decade and beyond.

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INTERVIEWS

Interviews were conducted during 2000 and 2001 with the following:

Davey, E.	Vice-president Academic, ACC
Kerr, J.	Manager, Brandon Adult Learning Centre
Mills, B.	President, ACC
Nicol G.	Former ACC Instructor, and current BU Professor
Sobchuk, R.	Retired ACC Instructor and Chairperson of Trades Division

APPENDIX A

APPENDIX A

A Provincial Comparison of Community College Structures

Since the community college sector of Canadian post-secondary education is under provincial jurisdiction, the profiles in this chapter have been organized by province. The profiles include the number of community colleges and institutes, the programs and educational services offered, the credit transfer arrangements between these institutions, and the college governance structures in each province (see Table 5, in this Appendix).

British Columbia

British Columbia has 16 comprehensive community colleges, with 80 campuses. It also has four specialized institutes, five university colleges, and one Open Learning Agency (Open University/Open College specializing in distance education). These institutions meet the needs of full-time and part-time learners. They are flexible, accessible, and provide a supportive learning environment (ACCC, 2000; Dowsett Johnston, 2001; Gallagher, 1990).

Programs. The colleges/ institutes serve their respective regions by providing vocational, technical career, academic, foundation education, ESL, and other specialized programs and services. These institutions also offer a full range of post-secondary education courses and programs leading to certificates, diplomas, and degrees (Dowsett Johnston, 2001). Many community colleges in British Columbia work in partnership with other institutions to provide "laddered" programs. This means students can take a portion of a university or specialized institute program at their local community college, then transfer to complete their studies at another institution. These colleges also provide 45 co-operative educational programs (ACCC, 1995; Dennison, 1995; Dowsett Johnston, 1999).

Admission Requirements. Each of British Columbia's post-secondary institutions sets its own admission requirements. Generally, successful graduation from high school with the required academic prerequisites is needed for admission to programs offered by university colleges, colleges, and institutes. Special consideration may be given to mature applicants. Applicants are generally offered admission based on their qualifications, although other criteria may be used to select students for some programs. The Post

Secondary Application Service of British Columbia (PASBC) assists students seeking admission to the province's post-secondary institutions. An electronic application form is available on the World Wide Web at http://www.pas.bc.ca, providing a common entry point to each institution's electronic application service (Canadian Information Center for International Credentials, 2000).

Articulation Agreements. British Columbia's community colleges/colleges and institutes have university transfer credit agreements with universities and university colleges in six provinces: Alberta, British Columbia, Nova Scotia, Ontario and Saskatchewan (Dowsett Johnston, 1999, 2001). (see Table 4, page 30)

Governance. Colleges in BC are governed by independent boards under the authority of the College and Institute Act. The British Columbia Institute of Technology is also governed by an independent board. They administer funds, grants, endowments, revenues and expenditures. They hire the president or CEO and are responsible for setting policy for the annual monitoring of his or her performance (ACCC, 2000). The president or CEO is responsible for supervising and managing the programs, services, activities and staff of the college. The board is responsible for carrying out the purpose of the institution and reports to The Ministry of Advanced Education, Training and Technology (ACCC, 2000).

Each board of the colleges or institutes includes eight members appointed by the Lieutenant Governor in Council, one faculty representative elected by faculty members, one support staff representative elected by support staff, and two student representatives elected by students. The president and the chair of the educational council are both appointed. The exception to this is the Justice Institute of British Columbia whose board is composed of only eight members and a president who are all appointed by the Lieutenant Governor in Council. All board members serve for three-year terms and may be re-appointed to serve additional terms. Each board reports to the Minster of Advanced Education, Training and Technology (ACCC, 2000). The Ministry of Advanced Education, Training and Technology. Each board member is paid an honorarium which is fixed by resolution of the board (ACCC, 2000).

Table:4 **Institutions with Articulation Agreements by Province / Territory**

Provinces and Territories	Institutions with Credit Transfer Agreements
British Columbia	Alberta, Athabasca, British Columbia, Calgary, **Kwantlen University College**, Lethbridge, **Malaspina University-College**, Northern British Columbia, **Okanagan University College**, Open University/**Open College**, Ottawa, Regina, Royal Roads, Simon Fraser, **University College of the Fraser Valley**, **University College of the Cariboo**, Trinity Western, Victoria
Yukon Territory	Athabasca, British Columbia, BC Open, **University College of the Cariboo** , Lethbridge, **Malaspina University-College**, Northern British Columbia, Regina, Royal Roads, Simon Fraser, and Victoria
Alberta	Alberta, **Alberta College of Art & Design**, Athabasca, **Augustana University College**, British Columbia, **Concordia University College**, Calgary, **Canadian University College**, Carlton, Fraser Valley, Guelph, **The King's University College**, Lakehead, Lethbridge, **Malaspina University College**, Manitoba, McGill, **Nova Scotia College of Art and Design**, Ottawa, Regina, Royal Roads, Saskatchewan, Saskatoon, Simon Fraser, St. Francis Xavier, Victoria, Waterloo
Northwest Territories	Alberta, Athabasca, Calgary, **Concordia University Colleges**, Dalhousie, Lethbridge, Regina, Manitoba, McGill, New Brunswick, Saskatchewan, St. Francis Xavier, **The King's University Colleges**, Trent, **University College of Cape Breton**
Nunavut	Athabasca, Alberta, **Augustana University College**, **B.C. Open College**, Calgary, **Canadian University College**, Concordia, Dalhousie, Lethbridge, Regina, Manitoba, McGill, New Brunswick, Saskatchewan, St. Francis Xavier, Royal Roads, The King's Trent, Cape Breton
Saskatchewan	Regina, Saskatchewan, Victoria, Brandon, Lethbridge, Athabasca, Lakehead, Manitoba, Calgary
Manitoba	Athabasca, Brandon, Calgary, **Cariboo University and Colleges**, Lethbridge, Manitoba
Ontario	Guelph, Laval, Athabasca, Carlton, Lakehead, Laurentian, Lethbridge, McMaster, New Brunswick, Nipissing, Ottawa, Ryerson, Trent, Western, B. C. Open, Memorial, Brock, Calgary, Windsor, **B. C. Institute of Technology**, **Malaspina University College**, Royal Roads, York, Queen's, Toronto, Waterloo, Western, Wilfrid Laurier, **Nova Scotia, College of Arts and Design**, Victoria, **Ontario College of art and Design**, Saint Mary's, Bishop's, **Algoma University College**
Quebec	Concordia, Montreal, Mc Gill, Quebec, Laval, Bishop's, Sherbrooke, UBC, **the Royal Military College of Canada**
Nova Scotia	Acadia, Cape Breton, Dalhousie, Mount Saint Vincent, New Brunswick, **Nova Scotia, Agricultural College**, **Nova Scotia College of Art and Design**, St. Francis Xavier, Saint Mary's
New Brunswick	Athabasca, Cape Breton, Lakehead, Moncton, New Brunswick, **Nova Scotia Agricultural College**, St. Thomas
Prince Edward Island	Calgary, **Cariboo University Colleges**, New Brunswick, Prince Edward Island
Newfoundland & Labrador	Cape Breton, Lakehead, Memorial, **Nova Scotia Agricultural College**, **Nova Scotia College of Art and Design**

Source: Dowsett Johnston 1999 & 2001

Yukon Territory

Yukon College is the educational institution serving the northern communities of Yukon. It was founded in 1983 when college status was granted to the Yukon Vocational and Technical Center (ACCC, 1995). It has its center in Whitehorse but follows a multi-campus model with learning centers in fourteen other communities. Its mission statement is "to facilitate the empowerment of the people of Yukon toward the attainment of personal and collective goals by providing a broad spectrum of quality and relevant education throughout the Territory."

Programs. Yukon College has Canada's only two-year college diploma program in Northern Studies, with concentrations in native studies (band management and community development), northern justice/criminology, northern science (resource exploration), and outdoor and environmental studies. In conjunction with the University of Regina, Yukon students can complete specialized degrees in social work and native teacher education. It also offers a university/transfer program, business administration, college preparation, developmental studies, office administration, career/vocational diploma, career/vocational certificate, apprenticeship training, adult training and ESL along with eleven co-operative educational programs.

Admission Requirements. A high school diploma is normally required for admission to university-level programs at Yukon College, and required courses normally include English, algebra, social studies, and at least one laboratory science with an overall average of C in the high school program. Special consideration is given to mature applicants who are at least 19 years old and who have completed the equivalent of high school. The college has an open admissions policy for students seeking to pursue developmental studies (Canadian Information Center for International Credentials, 2000).

Articulation Agreements. Yukon College has university transfer credit agreements with the universities and university colleges in three provinces: Alberta, British Columbia and Saskatchewan (Dowsett Johnston, 2001), (see Table 4, page 30).

Governance. Yukon College is administered by a board of governors, which reports to the Minister of Education. The board may make by-laws to regulate its proceedings, including establishing board committees and delegating powers to those committees.

The board determines general policies with respect to the organization, administration, operation and programs of study of the college. It administers funds, grants, endowments, revenues and expenditures. The board is responsible to hire the president and evaluate his or her performance. The president is responsible for managing the programs, services, activities and staff of the college (ACCC 2000).

Yukon College's board of governors has twelve members appointed by the Commissioner in Executive Council. The board must include at least three members chosen from people nominated by at least one Yukon First Nation, and at least three members from the Community Campus Committee. It must also include one student nominated by the college students, one college employee nominated by the employees of the college, and the president, who is a non-voting member of the board. Board members serve for three years and may be reappointed to serve additional terms. The board reports to the Department of Education (ACCC, 2000).

Alberta

Alberta has ten comprehensive community colleges, four vocational colleges which are administered provincially, two specialized institutes, and one degree-granting college. They offer flexible and accessible programs designed to enhance the capabilities of Albertans to participate in the social and economical development of the province (ACCC, 2000; Dowsett Johnston, 2001).

Programs. The colleges/ institutes serve their respective regions by providing career/vocational diplomas, career/vocational certificates, academic upgrading and foundation education, ESL, and other specialized programs. These institutions offer a full range of post-secondary education courses and programs leading to degrees, and facilitate 18 co-operative educational programs (Dowsett Johnston, 1999 & 2001).

Admission requirements. In Alberta's public colleges and technical institutes, a high school diploma is normally required for admission, but academic requirements may vary depending on the program. Applicants over the age of 18 may be given special consideration. Vocational colleges generally offer open admission to those over the age of 17 whom have been out of school for a year or more. Four private university colleges require satisfactory standing in specific 300-level (grade 12) courses and overall average

of 65-70% for admission to their programs. Mature students (over 21) who do not meet the formal requirements may be considered on an individual basis (Canadian Information Center for International Credentials, 2000).

Articulation Agreements. Except for NorQuest college, all Alberta's community colleges, vocational colleges and technical institutes have university transfer credit agreements with the universities and university colleges in seven provinces: Alberta, British Columbia, Manitoba, Nova Scotia, Ontario, Quebec and Saskatchewan (Dowsett Johnston, 2001), (see Table 4, page 30).

Governance. Each Alberta college or institute is administered by a board of governors, which under the authority of the College Act and Technical Institute Act, reports to the Minister of the Department of Learning. The board may make bylaws to regulate its own proceedings, including establishing board committees and delegating powers to those committees. Each board determines general policies with respect to the organization, administration, operation and programs of study of the institution, and is also responsible for hiring the president and evaluating his or her performance. The president is responsible for supervising and managing the programs, services, activities and staff of the college. (ACCC 2000).

Each Alberta college or institute is administered by a board of governors Each board is composed of one academic member nominated by the faculty association and appointed by the Minister, one non-academic staff nominated by non-academic staff and appointed by the Minister, one student nominated by student council and appointed by the Minister, seven members from communities being served by the college (appointed by the Lieutenant Governor in Council, one of whom is designated as chair of the board). The president is a voting member and is appointed by the Lieutenant Governor based on the recommendation of the Minister. Board members are appointed to serve terms up to three years and may be reappointed to serve a second term.

Two technical institutes, North Alberta Institute of Technology (NAIT) and South Alberta Institute of Technology (SAIT) are governed under the authority of the Technical Institute Act. Their boards include the following members appointed by the minister: two academic staff members nominated by the academic association, two students nominated by the student council, and one member of the non-academic staff who is not engaged in

the administration of the technical institute. As well, the boards include ten community members appointed by the Lieutenant Governor in Council. One of these is designated as chair of the board. The president of the technical institute is a voting member. With the exception of the two student members who serve for a year, board appointees serve terms not exceeding three years and may be reappointed to serve a second term.

Northwest Territories

Before January 1995, Arctic College was the only college serving the educational needs of the Northwest Territories (NWT). However, in January 1995 Arctic College was divided into two institutions (Aurora College and Nunavut Arctic College) in preparation for the division of the Northwest Territories and the creation of the territories of Nunavut in 1999.

The regions of the NWT are now served by Aurora College. This institution was created by combining the western operations of the former Arctic College and the Science Institute of the Northwest Territories. It has three head offices, three campuses and 16 community learning centers throughout the western NWT.

Programs. Aurora College with its multiple campuses is designed to provide a variety of educational services to adult learners of the Northwest Territories. The programs are directed specifically to the northern environment and the needs of individual learners in the northern workforce. They offer a Furrier diploma, Management Studies, Northern Nursing, Recreation Leaders, as well as courses in career/vocational diplomas, career/vocational certificates, apprenticeship training, adult training and ESL. Courses and services are delivered at campuses and in communities across the NWT with 14 co-operative educational programs.

Admission Requirements. High school graduation is normally required for admission to most university-level programs at Aurora College; admission requirements vary from program to program. Special consideration is given to mature students who are at least 17 years old and who have been out of school for at least a year. The college has an admission policy for students pursuing adult basic education and skills development courses (Canadian Information Center for International Credentials, 2000).

Articulation Agreements. Aurora college has university transfer credit agreements with universities and university colleges in seven provinces: Alberta, Nova Scotia, Saskatchewan, Manitoba, Quebec, New Brunswick and Ontario (Dowsett Johnston, 1999). (see Table 4, page 30)

Governance. Aurora College is administered by a board of governors, which reports to the Ministry of Education, Culture and Employment. The board may enter into agreement on behalf of the college with any person, association, district educational authority, divisional education council, council or government. With ministerial approval, the board establishes admission requirements for students and determines tuition fees. The board is responsible for a research institute which has been established within the college and is mandated to improve the quality of life in territories by applying scientific, technological and indigenous knowledge to solve northern problems. The board determines general policies with respect to the college's organization and operation. It hires the college president, and evaluates his or her performance annually (ACCC 2000).

Aurora College's Board of Governors has at least nine members who are appointed by the Minister of Education, Culture and Employment. The board includes two members from the Inuvik Region, two from the Fort Smith Region, two from the North Slave Region, one member of the college staff recommended by the president, one college student recommended by the student council, other members appointed as the minister considers necessary, and the president, who is an ex officio and non-voting member of the board. All board members except for the student representative who serves for a year, serve terms not exceeding three years and may be reappointed to serve a second term.The board reports to the Minister of Education, Culture and Employment (ACCC, 2000).

Nunavut

In 1993, Ottawa conferred self-government upon the Inuit, granting title to 350,0000 square kilometers in a historic land claim agreement. This lead to the creation of the territories of Nunavut in 1999.

Nunavut Arctic College, which now serves the regions that form the Nunavut Territory, was established in 1995 as a branch of the former Arctic College. It operates a

decentralized system with a small headquarters, three campuses, and 25 community learning centers throughout the region.

Programs. The programs are directed specifically to Canada's eastern Arctic environment in order to meet the needs of individual learners and the workforce of Nunavut communities. Seventy-five per cent of Nunavut College's off-campus communities offer teacher education programs in partnership with McGill University. A Bachelor of Nursing is also offered in partnership with Dalhousie University. The College offers introductory plumbing and pre-employment carpentry, as well as several certificates and diploma programs focusing on native crafts, adult basic education, jewelry and metal work diploma programs, as well as an access-year program designed to prepare Inuktitut-speaking students for study in the health-care field. It also offers an ESL program, and training of Inuit for government positions which at present are filled by non-Inuit personnel. At present Nunavut Arctic College is the only college in Canada that does not provide co-operative educational programs (ACCC 1995; Dennison, 1995; Dowsett Johnston, 1999).

Admission Requirements. At the Nunavut Arctic College all students must be 17 years of age or older. High school graduation is normally required for most university-level programs at the college, although admission requirements vary from program to program. Special consideration is given to mature applicants who are at least 17 years or older and who have been out of school for at least a year. The college has an open admission policy for students pursuing adult basic education and skills development courses. Canadian Information Center for International Credentials, 2000).

Articulation Agreements. Nunavut Arctic College has university transfer credit agreements with universities and university colleges in seven provinces: Alberta, British Columbia, Nova Scotia, Saskatchewan, Manitoba, Quebec and Ontario (Dowsett Johnston, 2001). (see Table 4, page 30)

Governance. Nunavut Arctic College is administered by a Board of Governors, The board elects a chairperson and a vice-chair from among its members which reports .o the Ministry of Education. The board may enter into agreements on behalf of the college with any person, association, district /divisional educational authority, council or government in the performance of board duties. The board establishes admission requirements and

tuition fees for students. It also establishes scholarships and incentive programs. It is also responsible for a research institute established within the college which is mandated to improve the quality of life in the north by applying scientific, technological and indigenous knowledge to solve northern problems. The minister appoints the president of the college, in consultation with the board. The president is responsible for supervising, college's operations. The board is responsible to evaluate the president's performance annually (ACCC 2000).

Nunavut Arctic College is administered by a Board of Governors .The new members of the Board of Governors are appointed by the Minister of Education. It includes two members from the Kitikmeot Region, two from the Keewatin Region, two from the Baffin Region, one member of the college staff recommended by the president, one college student recommended by the student council, other members appointed as the minister considers necessary, and the president, who is an ex officio and non-voting member of the board. All board members except for the student representative who serves for a year, serve terms not exceeding three years and may be reappointed to serve a second term. The board reports to the Minister of Education (ACCC, 2000).

Saskatchewan

Saskatchewan has eight regional colleges, one Indian Institute of Technology with six campuses, and the Saskatchewan Institute of Applied Science and Technology (SIAST). The SIAST is composed of a Secretariat and four urban institutes. These institutions offer flexible and accessible programs to meet the needs of full-time and part-time learners in this province.

Programs. SIAST and the other colleges provide province-wide, career-related education, training, and retraining for adults. These institutes offer one-year full-time certificate programs, two-year diploma programs, and two advanced certificates (advanced Clinical Nursing and Human Resources). Certificate and diploma programs are also offered in Agriculture, Applied Arts, Business, Health, Industrial, Services and Technology. Saskatchewan's colleges and institutions provide 15 co-operative educational programs

Admission Requirements. Admission requirements for SIAST and regional colleges' certificate and diploma programs vary from program to program, but generally include secondary level standing, with specific high school course requirements for some programs. Provincial residents are given preference for admissions. The same is true of programs at the Saskatchewan Indian Institute of Technologies. Most of the province's post-secondary institutions have special provisions for mature students who have not completed high school (Canadian Information Center for International Credentials, 2000).

Articulation Agreements. Saskatchewan's colleges and institutions have university transfer credit agreements with only a few universities in five provinces: Saskatchewan, British Columbia, Alberta, Ontario and Manitoba (Dowsett Johnston 1999), (see Table 4, page 30).

Governance. All regional colleges, the Indian Institute of Technology and SIAST have their own Boards of Governors which report to the Ministry of Post-Secondary Education and Skills Training. The boards of the regional colleges and the Indian Institute of Technology operate in accordance with the *Regional College Act*. The SIAST is governed by its own act. Business plans, budgets, audit reports and college annual reports are prepared by each board and submitted to the minister. The president of each institution is hired by its board, with annual performance evaluations by the board. The president is designated Chief Executive Officer and, under the board's direction, is responsible for supervising, and directing the operations of his or her institution. (ACCC 2000).

All regional colleges, the Indian Institute of Technology and SIAST have their own Boards of Governors, with four to seven members who are appointed by the Minister of Post-Secondary Education and Skills Training. The board members for the colleges are from the communities served by the college. The exception is Northland College, whose board of governors could consist of four to ten members from the communities served by the college. The president is an ex officio and non-voting member of the board. All board members, except the student representative who serves for a year, serve terms not exceeding three years and may be reappointed. for one additional year. The chair of the board is appointed by the Minister for a one-year term, and may be reappointed for a

second term, until a successor is appointed. The SIAST has its own board of governors, which reports to the Minister of Post-Secondary Education and Skills Training. The board is composed of twenty members appointed by the Lieutenant Governor in Council for a three-year term and may be reappointed to serve a second term. No board member may hold office for more than two consecutive terms. The Lieutenant Governor in Council may designate one member as chair of the board and another as vice-chair. Each member has one vote. The president is appointed by the board and designated as the Chief Executive Officer (CEO) of SIAST.

SIAST's board of governors must hold ten regular meetings per year. It may make bylaws respecting the calling of its meetings and the conduct of business at those meetings. It may also make bylaws establishing conflict of interest rules governing members of the board or any board committee, and must promptly provide the minister with a certified copy of minutes of all meetings of the board or its committees

Manitoba

Manitoba has three comprehensive post-secondary community colleges with five campuses, seven satellite sites and six training centers which are administered provincially. They have been named after three major rivers in the province (Assiniboine, Keewatin and Red River). One Aboriginal-controlled post-secondary college and one technical college operated and controlled by three school divisions in Winnipeg also offer post-secondary education (ACCC 1999, *College Canada*).

Programs. These colleges offer flexible, accessible programs designed to enhance the ability of Manitobans to participate in the social and economical development of the province (ACCC, 2000; Dowsett Johnston, 2001). These institutions serve their respective regions by providing vocational, technical career, academic, and foundation education, ESL, and other specialized programs and services. These colleges also offer a full range of post-secondary education courses and programs leading to certificates, diplomas, and degrees with 25 co-operative educational programs (Dowsett Johnston, 2001).

Admission Requirements. Requirements for admission to community colleges in Manitoba vary from program to program. Most certificate and diploma programs require

high school graduation, and may require specific high school courses. Testing may be required for admission to some programs and the colleges make special provisions for mature applicants who do not meet normal entrance requirements (ACC's Catalogue, 2000-2001 & Canadian Information Center for International Credentials, 2000).

Articulation Agreements. Manitoba's colleges have university transfer credit agreements with universities and university colleges in three provinces: Alberta, British Columbia, and Manitoba (Dowsett Johnston, 1999) (see Table 4, page 30).

Governance. Each Manitoba college is administered by its own board of governors which reports to the Council of Post Secondary Education, which in turn reports to the Minister of Advanced Education. Each board's mandate is to provide educational and community services to the catchment area they serve. Each board determines the general policies with respect to the organization, administration, operation and programs of study of the college. Each board is responsible to hire and evaluate the president's performance (ACCC 2000).

Each Manitoba community college's board consists of 10 to 12 members appointed by the Lieutenant Governor in Council. One member is a college employee elected by the faculty and support staff, one is a college student selected by the student council, and up to 10 members are from the communities served by the college. They are to be representative of the diversity of educational and community interest in the region. The college president is an ex officio and non-voting member of the board. The student representative serves a one-year term and the college employee representative serves a two-year term. All other board members serve three years and may be reappointed to serve a second term. The Lieutenant Governor in Council designates one member as chair of the board. The board reports to the Council of Post-Secondary Education, which in turn reports to the Minister of Education and Training (ACCC, 2000). In January 2001, a new Ministry was formed, "the Ministry of Advanced Education." Which is now responsible for colleges and universities.

Ontario

Ontario's Colleges of Applied Arts and Technology (CAATs) were founded and are financially supported through the Ministry of Education and Training. CAATs are

authorized to deliver approved vocationally oriented programs in the areas of applied arts, business, health sciences, and technology as well as apprenticeship training. Two semester programs lead to a certificate, where as four- and six -semester programs lead to a diploma. Twenty-five CAATs serve all of Ontario's economic regions with 154 campuses and training centers to meet the needs of full-time and part-time learners. Three of these colleges instruct in the French language. These educational institutions are flexible, accessible, and provide a supportive learning environment (ACCC, 2000; Dowsett Johnston, 2001; Gallagher, 1990).

Programs. These colleges serve their respective regions by providing vocational, technical career, academic, and foundation education, ESL, and other specialized programs and services. They also offer a full range of post-secondary education courses and programs leading to certificates, diplomas, degrees, and more than 250 co-operative educational programs (Dowsett Johnston, 2001).

Admission Requirements. Most Ontario college programs require the Ontario Secondary School Diploma or the equivalent, although specific course requirements vary from program to program. In addition, mature students age 19 and older who have not completed the high school program may also be considered for admission. Preference is given to permanent residents of Ontario, followed by permanent residents of the Canadian provinces and territories, then international students. Students seeking admission to the colleges of applied arts and technology, and to the agricultural colleges in Alfred, Kempville and Ridgetown direct their applications to the Ontario Application Service. Students seeking admission to the Ontario College of Arts and Design direct their applications to the Ontario Universities Center (Canadian Information Center for International Credentials, 2000).

Articulation Agreements. Ontario's colleges and institutes have university transfer credit agreements with universities and university colleges in seven provinces: Alberta, British Columbia, Ontario, Quebec, New Brunswick, Newfoundland and Nova Scotia (Dowsett Johnston, 1999), (see Table 4, page 30).

Governance. Each Ontario community college is administered by a board of governors, which reports to the Council of Regents for Colleges of Applied Art and Technology. This council in turn reports to the Minister of Training, Colleges and

Universities. Each board has the power to appoint, evaluate, promote, suspend, transfer, or remove the president of the college. It has the same powers regarding administrative, teaching, and non-teaching personnel, according to terms and conditions set by the Council of Regents and approved by the minister. Subject to ministerial approval, each board may enter into an agreement with a university for establishment and maintenance of a college program leading to a degree program. Each board determines general policies with respect to the organization, administration, operation and programs of study of the college (ACCC 2000).

In Ontario, a community college Board of Governors consists of 16 members, 12 of whom are appointed by the Council of Regent, and none of whom may be a full-time employee or a spouse of a full-time employee of a college. The other four members include one student, one academic staff member, one support staff member, and one administrative staff member who are elected by their groups, each of whom shall be approved by the Council of Regents. Board members must be elected in accordance with procedures and conditions established by the board of governors in consultation with the college students and staff and approved by the Council of Regent and the president of the college, by virtue of office (ACCC, 2000).

The student member serves for a one-year term, but other board members serve for three years and may be reappointed for additional terms, up to a maximum of six consecutive years. Each board reports to the Ontario Council of Regents for Colleges of Applied Arts and Technology. This council in turn reports to the Minister of Training, Colleges and Universities.

Quebec

The CEGEPs (*Collèges d'enseignement general et professionnel*) of Quebec were created in 1967, and have been located in all regions of the province since their creation. There are 50 CEGEPs and they are an essential component of Quebec higher education. They also play an important role in the cultural and social life of those communities in which they are established (Dennison, 1995; Dowsett Johnston, 2001).

Programs .The colleges and CEGEPs serve their regions by providing vocational, technical career, academic, and foundation education, and FSL (French as a second

language). They also offer a full range of post-secondary education courses and programs leading to certificates and diplomas. The Quebec CEGEP system offers two–year pre-university programs and three-year technical programs, with specialties ranging from health science and business administration to tourism and police technology. Technical programs, which are essentially geared to the labour market, may also lead to a university option, provided students meet the admission requirements. Five of CEGEPs institutions are anglophone. (Dowsett Johnston, 1999, 2001).

Admission Requirements. All Quebec secondary school graduates who are continuing with their education enroll in a CEGEP, opting for a pre-university program or a career-oriented diploma program similar to those offered by community colleges in other provinces. Some institutions will admit students from outside Quebec on the basis of an appropriate grade 12 program. Mature students (over the age of 21, 22, or 23, depending on the institution) may be given special consideration (Canadian Information Center for International Credentials, 2000).

Articulation Agreements. In general, Quebec's colleges/CEGEPs have university transfer credit agreements mostly with universities in the province of Quebec. (see Table 4, page 30)

Governance. Each CEGEP has its own Board of Governors, and reports to College Education Commission. The Commission reports to the Conseil superieur de l'education and then the Council advise the Minister of Education as well as acts as a bridge between the public and the government on all matters concerning education, from preschool to adult education.

The CEGEPs are run by a board of governors and an executive committee. The top official in a CEGEP is the director general, who is appointed by the board of governors. The board of governors is the highest decision-making body in the Quebec CEGEP institutions (Province of Quebec, 2001: www.cse.gov.qc.ca).

Each board has the power to appoint, evaluate, promote, suspend, transfer, or remove the president of the college. It has the same powers regarding administrative, teaching and non-teaching personnel subject to ministerial approval. Each board's mandate is to provide educational and community services to the catchment area the institution serves.

Each board determines general policies with respect to the organization, administration, operation and programs of study of the college. (ACCC 2000).

Every board is composed of minimum 17 members to which the Minister of Education appoints seven members. Two of these seventeen, are chosen from the community after consulting with the socio-economic groups of the region served by the college; one is chosen from among those suggested by the university of the region; one from among those suggested by school divisions in the region; one from among those suggested by the regional council of partners in the work force of the region; and two from among those suggested by businesses in the region which work in the economic sector being served by the technical program at the college.

The other 10 board members are selected as follows:
The current board of governors then appoints two graduates from the college – one who is a graduate from the pre-university programs and one from the technical programs. Two parents of college students (not employed by the college) are elected by other parents at a general assembly which has been convened by the college president or a person designated by the president. The president of the parent association representing the greatest number of parents presides at this meeting. The board also includes two college students – one from the pre-university program and the other from the technical program, who are appointed according to Article 32 of the Law on Accreditation and Finance of Students Association. Two teachers, one non-teaching professional, and one member of the college support staff are elected by peers. In a college having more than one campus the board may, through a vote, adjust the number of representatives of each group in order to have representation from each campus. Nonetheless, the total number of members may not exceed 25.

Parents serve for a two-year term, students for one year, and other board members for a maximum of three years. The latter may have their appointment renewed for one additional term. Institutes of Agro-Food Technology and private colleges are not obliged to have a board of governors.

Nova Scotia

Nova Scotia has one community college, called Nova Scotia Community College (NSCC), with 12 campuses across the province. It has one French language college with five campuses across Nova Scotia, plus one campus in Wellington, Prince Edward Island. This is Atlantic Canada's only Francophone college located in a region with a high concentration of French speakers. Nova Scotia also has one university college and one agricultural college to serve the entire province (Dowsett Johnston, 2001). The NSCC and its campuses were created in 1988 as a direct arm of the Nova Scotia government. The college system supports the province's commitment to education and economic renewal by preparing Nova Scotians for a knowledge-intensive economy (College Canada, 2000). The college system operates campuses with a mission to provide quality, relevant, accessible, and affordable post-secondary training and education programs (ACCC, 1995).

Programs. The college offers career/vocational diplomas, career/vocational certificates, and apprenticeship/trades. It also offers a range of continuing education and extension programs, as well as customized training and retraining for businesses and outside industries such as aviation technology (pilot), business administration, gas installation and service, practical nursing, information technology (networking) pharmacy technology, tourism and hospitality (management), and multimedia courseware design. The agricultural college offers a diploma program, and facilitates degree granting through Dalhousie University. The college system offers ten co-operative educational programs (Dowsett Johnston, 2001; Dennison, 1995).

Admission Requirements. Nova Scotia Community College requires high school completion or the equivalent for admission to its programs. Students who have not completed high school are enrolled in academic upgrading programs. The college designates seats in each of its core programs for Nova Scotians of M'ikmaq or African-background. Admission requirements at Collège de l'Acadie are similar to those of Nova Scotia Community College (Canadian Information Center for International Credentials, 2000).

Articulation Agreements. Nova Scotia's college system has university transfer credit agreements with universities and university colleges in two provinces: Nova Scotia and New Brunswick (Dowsett Johnston, 2001). (see Table 4, page 30)

Governance. University College and the community colleges are each administered by a board of governors, which reports to the Department of Education. Each board appoints the president or the CEO of the institution and sets the terms and conditions of the CEO's office. The removal of the president must be approved by the minister. Each board is responsible to establish a guidelines for the expansion, suspension or transfer of any program of study and must ensure the orderly growth and development of the institution. Each board may enter into an agreement with a university to establish and maintain a college program leading to a degree program. Each board determines the general policies with respect to the administration, operation and programs of study of the college (ACCC 2000).

Nova Scotia Agriculture College is administered by the Department of Agriculture and Marketing and operates without a Board of Governors. The principal of the college reports directly to the Deputy Minister of the Department of Agriculture and Marketing. The University College of Cape Breton, the French community college, and Nova Scotia Community College, each has its own Board of Governors.

The University College of Cape Breton has a Board of Governors with 36 members. Twelve members are appointed by the Minister, eight of whom must be from Cape Breton Island. Four members are elected by the faculty of University College, four students are elected by the student body, two members are appointed by the Cape Breton Development Corporation (CBDC), and up to 12 members are recommended by CBDC and appointed by the Minister. The president and an administrator designated by the president are ex-officio members.

The French community college, and Nova Scotia Community College has its own Board of Governors as well. The board is composed of 15 to 19 members. Two students are elected by the college students, one faculty member is elected by the college faculty, and one non-academic staff member is elected by the non-academic staff of the college. One member is nominated by the Minister of Higher Education, Training and Adult Learning for Prince Edward Island. Between 5 to 7 members are nominated by the

Minster, between 5 to 7 are appointed by the board, and the president is an ex-officio, non-voting member of the board (ACCC, 2000). The student members of the board, nominated by students are appointed for one-year terms, and may serve a second term. All other members serve three-year terms and are eligible for reappointment to a second term. No board member shall hold office for more than two consecutive terms. The board elects, on an annual basis, a chair and a vice-chair from amongst its members. Each board reports to the Department of Education (ACCC, 2000).

New Brunswick

New Brunswick Community College (NBCC) is a network of 11 campuses reflecting the linguistic profile of the province with 35 percent of the population French-speaking and 65 percent English speaking. Four of the campuses are designated as Francophone. The province's post-secondary education system reflects this linguistic duality. The New Brunswick Community College is administered by the provincial Department of Advanced Education and Labour and is dedicated to providing high quality, job-oriented education.

Programs. Since 1973, NBCC has been responsive to the needs of its students and the community and this includes training the disabled and the disadvantaged for a full role in society. Programs offered range from educational upgrading and vocational education to management education. Each campus specializes in a specific area such as agriculture, applied and fine arts, communication, business, motor mechanics, and native arts studies programs. When demand for a specific offering arises, sister campuses work with the lead college to tailor a program to meet their local needs. Colleges operate with a generous measure of independence, and specialization has triggered some innovative programs. The programs including 13 co-operative educational programs are available in both official languages. Most programs range from one to two years in duration certificates, diplomas, etc. In recent years, the NBCC network has been working closely with universities to develop articulation agreements whereby students can complete joint diploma-degree programs in several areas.

Admission Requirements. New Brunswick Community College generally requires high school graduation for most of its diploma and certificate programs. Students who

have not completed high school are normally admitted to academic upgrading programs. The community college has special provisions for admitting mature applicants (normally 21 years of age or older) who have been out of school for at least a year. The New Brunswick College of Craft and Design and the Maritime Forest Ranger School normally require a high school diploma for admission although both institutions have provisions for accepting students who have not completed the high school program. Students seeking admission to the New Brunswick Fisheries School must register with the federal Department of Human Resources Development (HRDC). Students are also admitted to the school through employer-sponsored programs (Canadian Information Center for International Credentials, 2000).

Articulation Agreements. Now Brunswick community colleges have university transfer credit agreements with universities and university colleges in five provinces: Alberta, Ontario, Quebec, New Brunswick and Nova Scotia (Dowsett Johnston, 1999) (see Table 4, page 30).

Governance .The New Brunswick Community College network is administered by the Department of Education. It is the only community college in Canada without a Board of Governors. An Assistant Deputy Minister acts as the CEO to the College Network, and reports directly to the Deputy Minister who has overall responsibility and accountability for the NBCC and advises the Minister on its operation and performance. The NBCC has Special Operation Agency (SOA) status within the Department of Education. This allows for flexibility and authority in areas such as: a) retention of revenues in excess of expenditures and carry over of funds from one year to the next, b) flexibility and authority in purchasing provisions, and c) providing educational and community service to the region (ACCC 2000).

The New Brunswick Community College network is administered by the Department of Education. It is the only community college in Canada without a Board of Governors.

Prince Edward Island

Holland College, was established in 1969, it operates five campuses and six satellite training centers in nine communities across the province. The college includes the Atlantic Police Academy and the francophone Adult Learning Centre in Wellington. The

francophone Adult Learning Centre (the Colle'ge de l'Acadie) employes state-of-the-art distance education technology to link Prince Edward Islanders to francophone learning opportunities in Nova Scotia and New Brunswick (Canadian Information Center for International Credentials, 2000 & Dowsett Johnston, 1999).

Programs. The college provides one and two-year programs in diverse areas such as career/vocational diploma, career/vocational certificate, apprenticeship training, adult training, ESL, university transfer, business, business information technology, computer engineering technology, culinary, and police science (cadet). It is flexible in its delivery of programs to meet both industry and community needs, with seven co-operative educational programs. Holland College is a pioneer in competency-based education (CBE) using STEP (Self-Training and Evaluation Process) as a delivery vehicle. This enables individuals to assume responsibility for their own development while acquiring relevant skills for business, industry, and community development.

Admission Requirements. The minimum entrance requirement for Holland College programs is usually grade 12 or the equivalent, but this may vary from program to program. Mature applicants who do not meet the minimum requirement may also be considered if their life experience is likely to contribute to their success at the college. Students seeking admission to the Atlantic Police Academy's police science cadet program must either be born in, or residents of, one the four Atlantic provinces. Applications to the program are directed to the policing service agencies or public service commissions in their home province (Canadian Information Center for International Credentials, 2000).

Articulation Agreements. Holland College has university transfer credit agreements with universities and university colleges in four provinces: Alberta, British Columbia, New Brunswick, and Prince Edward Island (Dowsett Johnston, 2001). (see Table 4, page 30)

Governance. Holland College is administered by a board of governors, which reports to PEI's Minister of Advanced Education. The Board co-operates with The Maritime Provinces Higher Education Commission, which serves New Brunswick, Nova Scotia and Prince Edward Island in co-ordinating resources in the field of higher education in the Maritimes, and acting as an agency of the Council of Maritime Premiers. The board

determines general policies with respect to the organization, administration, operation and programs of study of the college. It is also is responsible to hire the president and evaluate his or her performance (ACCC 2000).

Holland College's Board of Governors consists of 15 members. Ten are appointed by the Lieutenant Governor in Council, including three representatives from business and industry, three representatives below the rank of Deputy Minister from departments or agencies of the government of Prince Edward Island or teachers employed by a regional school board, and four representatives selected from the list of nominees compiled by the board. Two students are elected by the student body, two faculty members are elected by the faculty, and the president of the college is a member by virtue of office. All members serve a three-year term. Student members must be students in good standing for a maximum term of three years. At the end of their terms, members are eligible for reappointment or re-election to the board. The board elects one of its members as chairperson on an annual basis. The board reports to the Minister of Department of Education (ACCC, 2000).

Newfoundland and Labrador

The College of the North Atlantic is one of the most diverse post-secondary institutions in Canada, offering a wide variety of courses to students throughout Newfoundland .The college is organized with the home in Stephenville, and 18 satellite campuses, from Burin in the south of the province to Labrador City in Labrador. Originally grouped into separate colleges, the campuses were united under one banner in 1977. With the provincial department of education and Memorial University of Newfoundland, the College of the North Atlantic has an equal say in a tripartite alliance communicating with business, labour, and community groups regarding informal education and training. The Marine Institute is a three-year technology institution affiliated with Memorial University and was founded in 1964 under the name of the College of Fisheries (Dennison, 1995; Dowsett Johnston, 1999).

Programs. The college focuses on the delivery of provincial certificate and diploma level programs and special programs, for both local and regional needs. It offers a three-year program in aircraft maintenance engineering technology, a two-year career/

vocational diplomas, one-year career/vocational certificates. It also offers one-year Advanced Diploma, plus a wide range of vocational courses and fish and wildlife management, apprenticeship/trades, adult training, and ESL. There are nine co-operative educational programs and, in cooperation with Memorial University, the college campuses also deliver accredited first year university courses. It offers training in fisheries and marine technologies and grants a Bachelor of Maritime Studies (Nautical Science and Marine Engineering Technology).

Admission Requirements. Admission requirements to the College of North Atlantic also vary from program to program. Certificate and Diploma programs require high school graduation or the equivalent, and an overall average of at least 60% in three specific courses. Applicants who do not meet these requirements, but who are at least 19 years old, may apply in writing for admission as mature students.

Admission requirements at the Fisheries and Marine Institute vary from program to program. Certificate programs require high school graduation or equivalent, Diploma programs require high school graduation with a minimum average of 60% in mathematics, language, and senior-level science. Advanced diploma programs require successful completion of a three-year diploma program or a university degree. Applicants who do not meet the requirements, but who are at least 21 years of age, may be admitted as mature students (Canadian Information Center for International Credentials, 2000).

Articulation Agreements .The College of the North Atlantic has university transfer credit agreements with universities and university colleges in three provinces: Ontario, Newfoundland, and Nova Scotia (Dowsett Johnston 2001) (see Table 4, page 30).

Governance. The Board of Governors for the College of the North Atlantic is a crown corporation subject to the Corporation Act. It is responsible for directing college affairs, operating facilities, determining courses and programs (subject to the approval of the Minister of the Department of Education) and enacting by-laws for the conduct of business. It is given the task of identifying the educational and training requirements of the labour market in the province and granting approval for certificates and diplomas. With the ministerial approval the board sets general policies to govern the organization, administration and operation of the college including personnel policies and student conduct policies. Under the board's direction the CEO is responsible for the supervision

and administration of the college programs, personnel, and students. The act makes no reference to performance evaluation for the CEO (ACCC 2000).

The Board of Governors for the College of the North Atlantic is composed of a minimum of nine to a maximum of 18 members, appointed by the Lieutenant Governor in Council. The Minister nominates one representative from the Department of Education. One college faculty member is nominated by the executive body of the Faculty Association, and one student representative is nominated by the executive body of the Student Association. The president is an ex officio non-voting member of the board. The Lieutenant Governor in Council designates one member as chair of the board and another as vice-chair. Board members have one vote each. The faculty member and student member serve the board for a two-year term. Upon the completion of their terms, they are not eligible to be reappointed. Other members are appointed for three-year terms, and are eligible to serve one further term. The board reports to the Minister of Education.

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Table : 6 **Statistical Snapshot of Community Colleges across Canada**

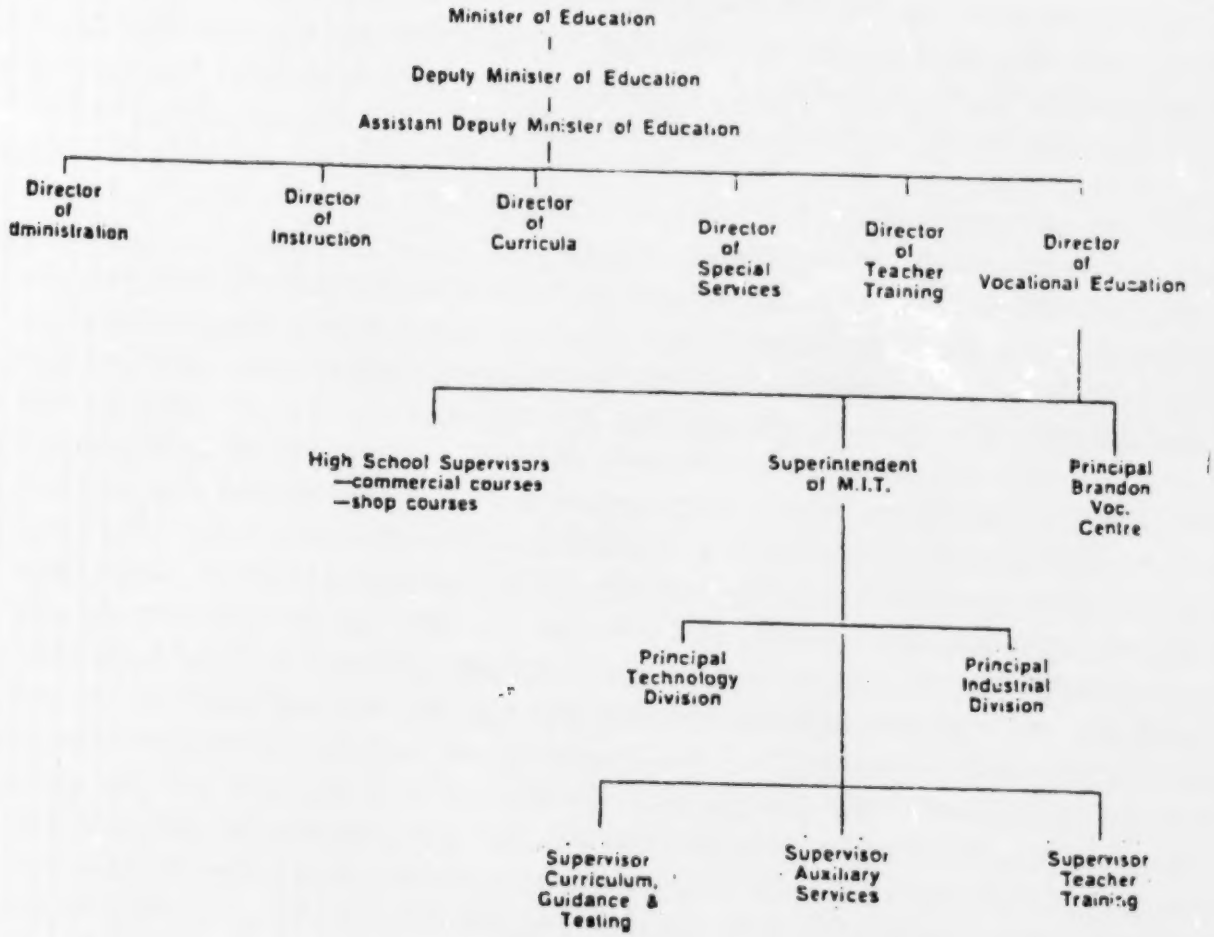
Board of Governors		University Transfer	Degree	Apprentice ship/Trades; Adult/ESL	Career/ voc. Certif.	Career/ voc. Diploma	Post-Diplo ma	Co-op	Full-time, Part-time	% Other	% from Work force	% from High School		M/F Ratio	Part-Time Students	Full-Time Students	Pro vin ce
Yes		0-	0	426	291	63	15	15	354	32	46	22		39/61	30,721	10,014	SK
Yes		0	33	265	301	338	28	18	639	28	39	33		41/59	80,013	45,181	AB
Yes		0	0	70	45	72	6	25	115	23	31	46		50/50	37,268	7957	MB
Yes		0	0	628	751	1248	275	250	1999	27	27	46		48/52	292,409	140,878	ON
Yes		48	0	40	60	620	0	20	160	10	40	50		40/60	59,663	156,000	PQ
No		0	0	47	61	96	0	13	157	0	78	22		54/46	18,214	6600	NB
Yes		5	0	13	35	37	1	7	72	20	60	20		47/53	4982	2567	PEI
Yes (except Ag College)		25	24	33	81	42	22	10	123	46	33	21		40/60	6320	7502	NS
Yes		3	0	10	17	8	2	0	25	30	50	20		42/58	1463	601	Nun av.
Yes		3	0	18	15	11	3	14	26	20	50	30		42/58	1108	184	NW T
Yes		8	0	11	13	6	0	11	19	40	40	20		40/60	2350	130	YK
Yes (except Marine Institute)		0	0	22	16	67	3	9	83	15	69	16		55/45	1286	5964	NF/ Lab
Yes		256	98	360	573	357	113	45	930	28	38	34		43/57	63,995	67,510	BC

Figures mean: numbers in program

Source: ACCC, 2000 ; Canadian community college calendars, 200-2001 ; Dowsett Johnston 1999 &2000

APPENDIX B

ORGANIZATION OF THE DEPARTMENT OF EDUCATION 1964



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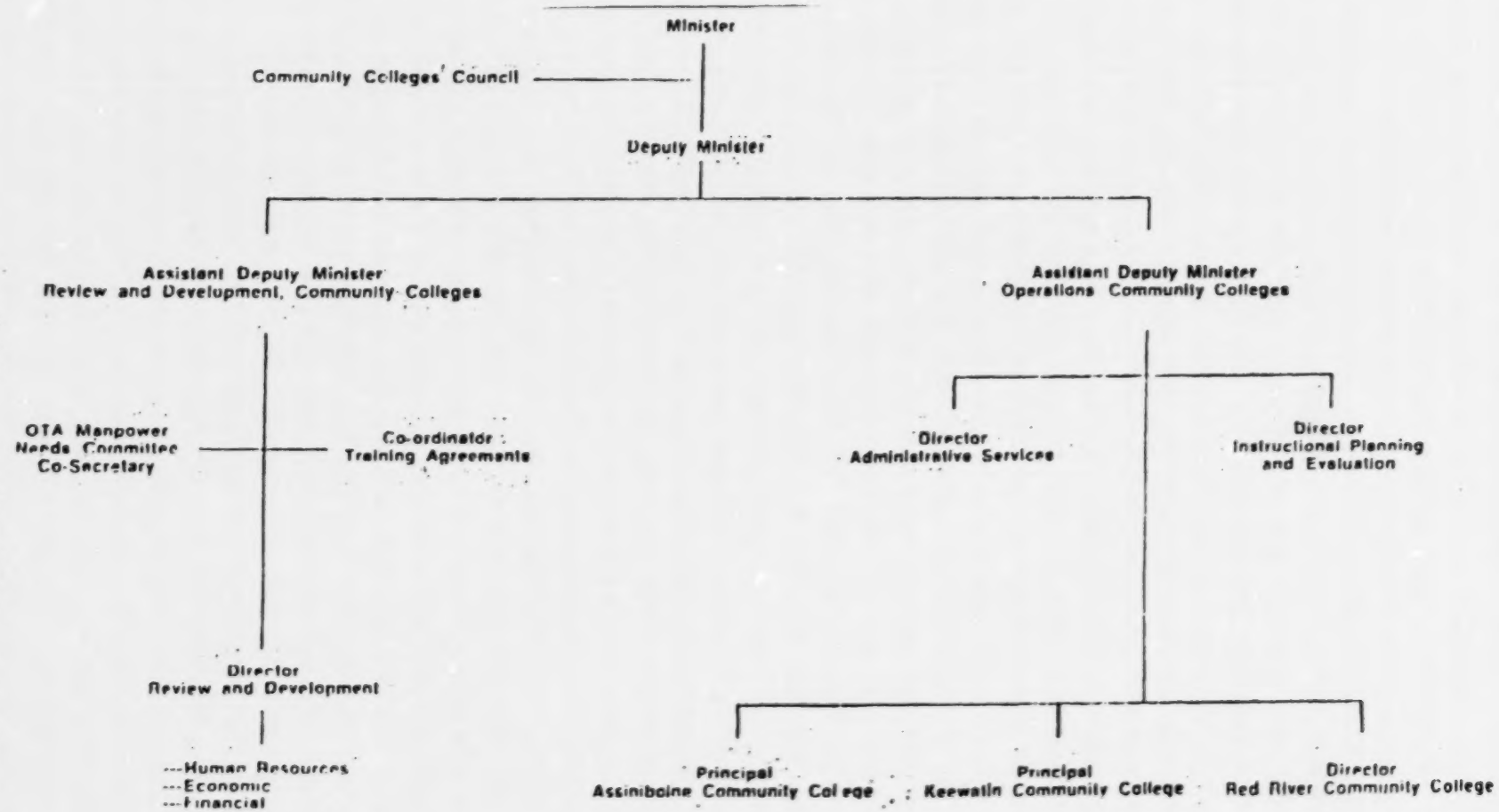
APPENDIX C

APPENDIX C

DEPARTMENT OF COLLEGES AND UNIVERSITIES AFFAIRS
COMMUNITY COLLEGES DIVISION
SEPT. 1972



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APPENDIX D

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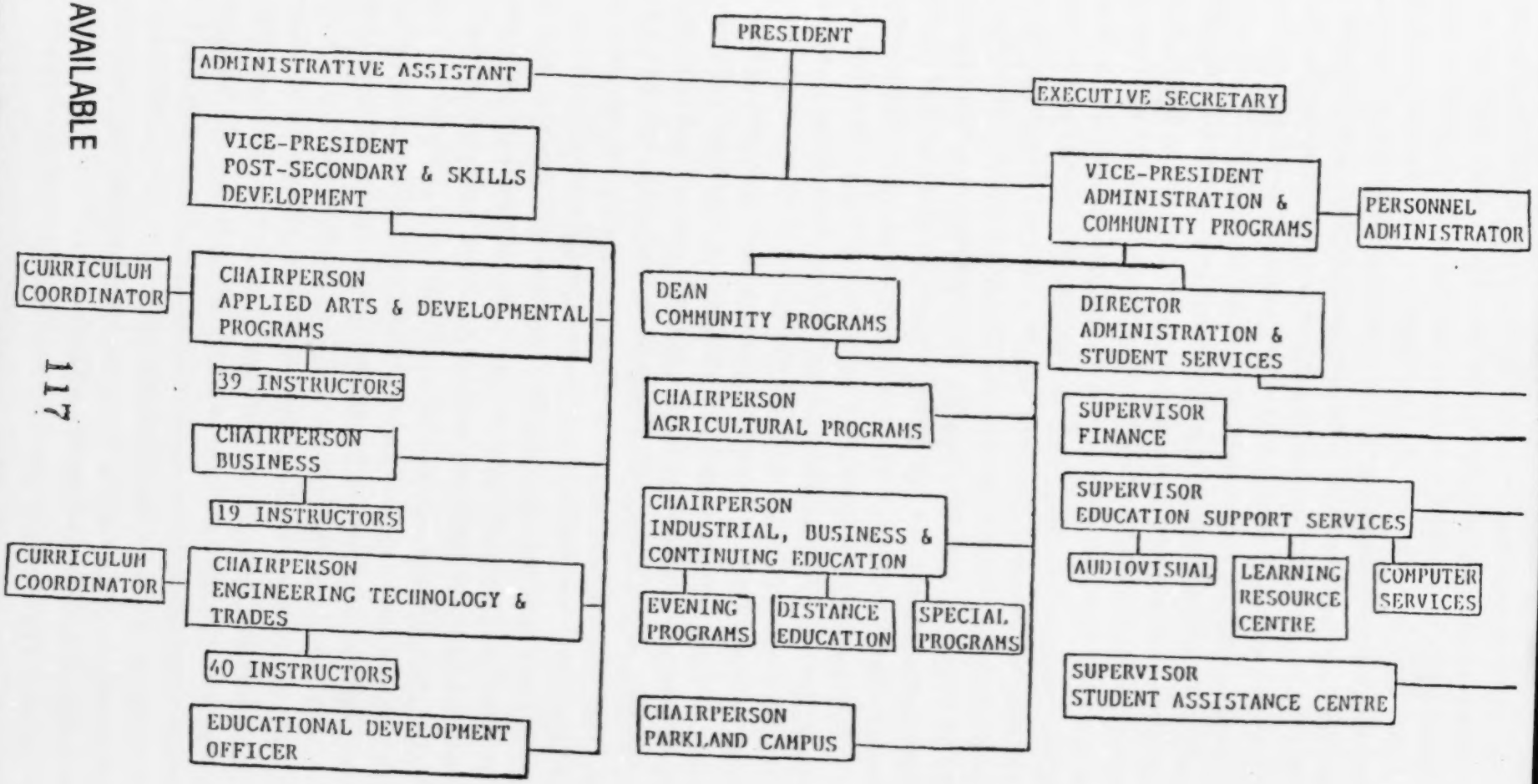
APP ..IX D

1986 - 1988

ASSINIBOINE COMMUNITY COLLEGE
ORGANIZATIONAL STRUCTURE



APPENDIX E

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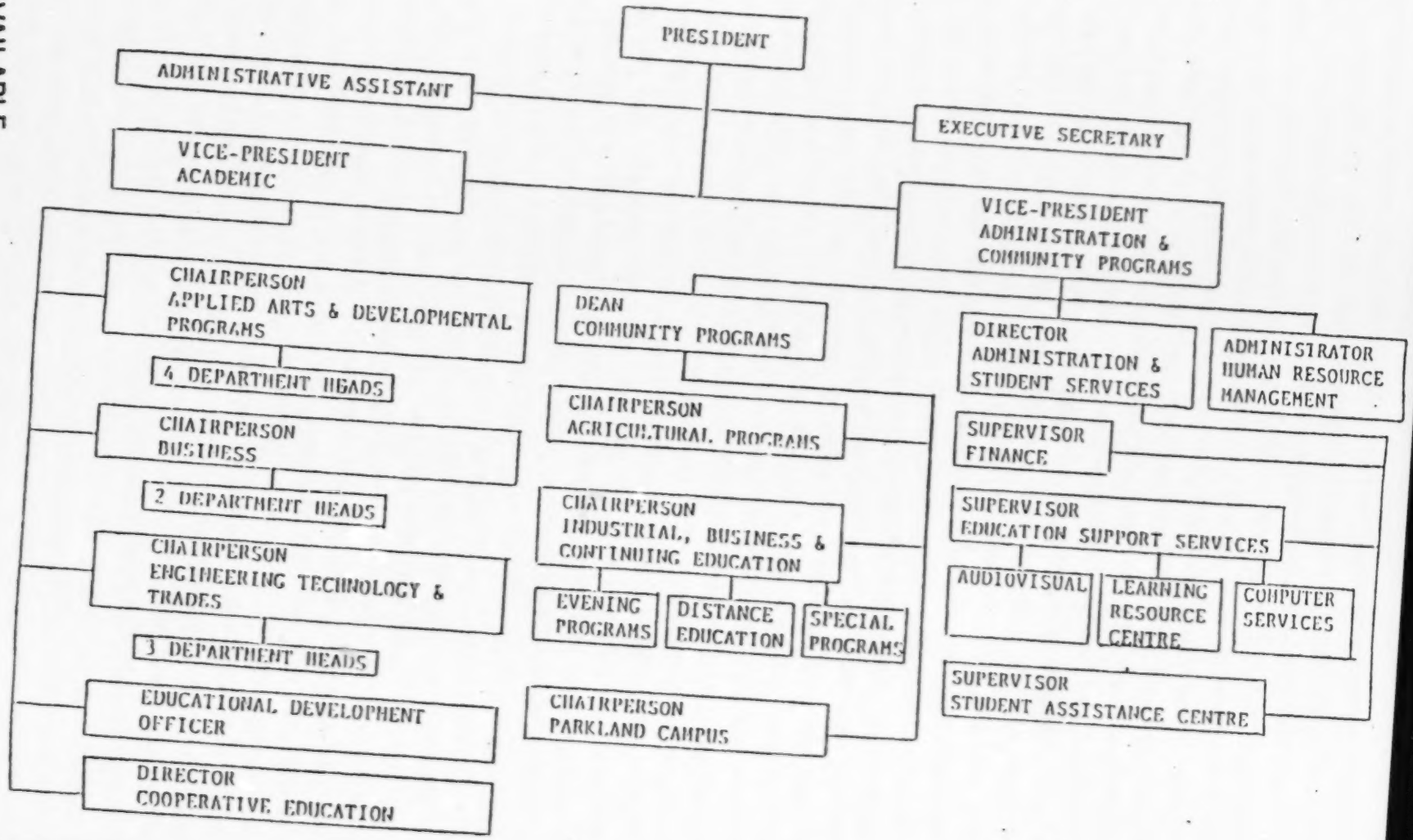
APPENDIX E

1988 - 1991

ASSINIBOINE COMMUNITY COLLEGE
ORGANIZATIONAL STRUCTURE



APPENDIX F

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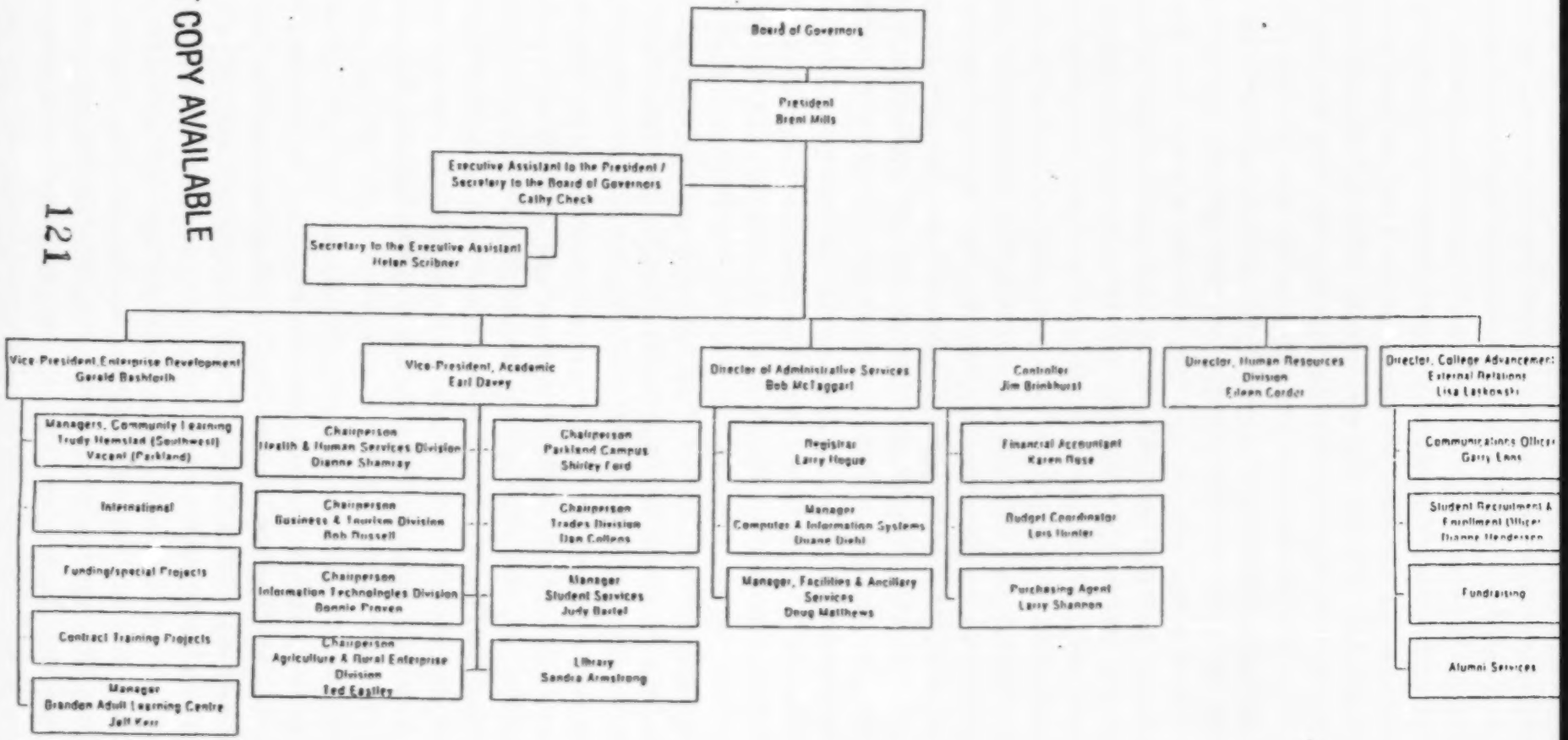
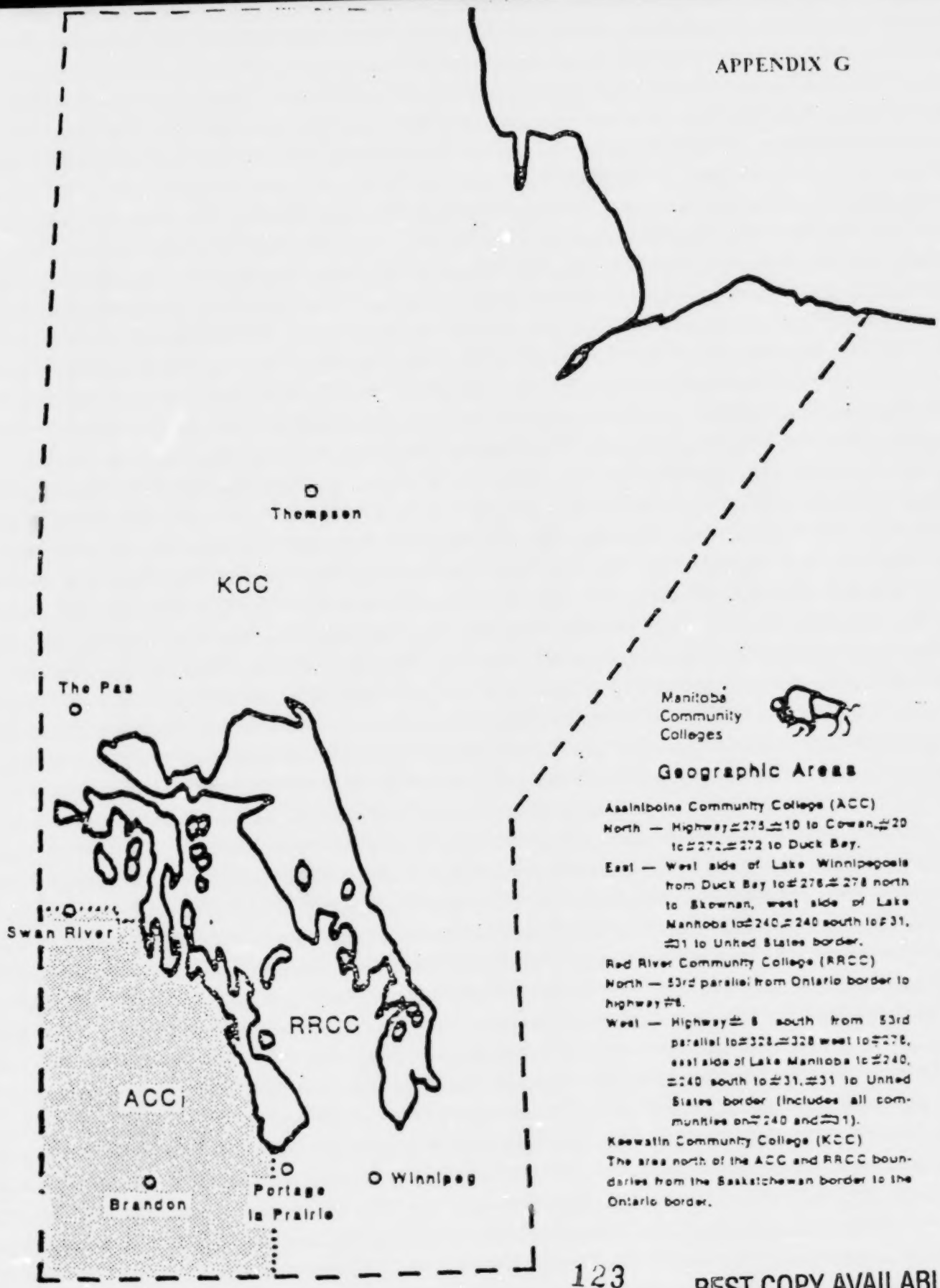
Assiniboine Community College Organizational Structure

September 2000



APPENDIX G



Manitoba Community Colleges

Geographic Areas

Assiniboine Community College (ACC)

North — Highway #75 #10 to Cowan, #20 to #272, #272 to Duck Bay.

East — West side of Lake Winnipegosis from Duck Bay to #276, #278 north to Skownan, west side of Lake Manitoba to #240, #240 south to #31, #31 to United States border.

Red River Community College (RRCC)

North — 53rd parallel from Ontario border to highway #6.

West — Highway #6 south from 53rd parallel to #328, #328 west to #278, east side of Lake Manitoba to #240, #240 south to #31, #31 to United States border (includes all communities on #240 and #31).

Keewatin Community College (KCC)

The area north of the ACC and RRCC boundaries from the Saskatchewan border to the Ontario border.

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APPENDIX G

Assiniboine Community College
Geographic Area

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APPENDIX H

Appendix H

Programs Offered at Assiniboine Community College (1960-2000)

Programs	1960s	1970s	1980s	1990s	2000s
Agricultural and Rural Enterprise Div.					
Animal Health Technology				x	
Agricultural Sales	x	x			
Agribusiness Diploma			x	x	x
Applied Agriculture Certificate			x	x	
Agriculture Continuing Education				x	x
Agriculture Courses by Distance Ed.			x	x	
Community Agriculture programs			x	x	
Farm Workers program			x		
Farm Maintenance Training		x	x		
Farm Management Training		x	x		
Organic Agriculture Certificate				x	
Organic Inspector Certificate				x	
Pesticide Applicator & Dispensers Cert.				x	
Pork Production Technician Apprentice					x
Prairie Horticulture Certificate				x	
Precision Agriculture Diploma					X
Rural Initiative				x	
Rural Development Diploma				x	x
Manitoba Arborists Training & Exam.				x	
Swine Technician				x	
Swine Technician (Distance Ed) Cert.					x
Business and Tourism Division					
Business Accountancy			x	x	
Business Administration Certificate		x			
Business Administration Diploma			x	x	x
Business Courses by Distance Education.			x	x	
Business Skill Refresher				x	
Bookkeeping			x		
Clerical Bookkeeping &Office Machines	x	x			
Call Centre Agent				x	
Correctional Officer			x		
Culinary Arts Diploma					X
Finance and Sales Management				x	
General Business Certificate			x	x	x
Hospitality Tourism Administration Dip.			x	x	x
Professional Cooking				x	x
Public Administration		x	x		

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Programs Offered at Assiniboine Community College (1960-2000)

Programs	1960s	1970s	1980s	1990s	2000s
Extension Services Division					
Adult Basic Education		x	x		
Adult 11 & 12 program(develop'l Study)			x	x*	x*
Adult Evening program			x		
Basic Training for Skill Development (BTSD)	x	x	x		
Broadcast Arts			x	x	
Business & Industrial Training Centre			x	x	
College preparation program			x	x	
Distance Education Courses (Business)			x	x	
English As Second Language (ESL)			x		
Evening and Part-Time Studies		x	x	x	x
Job Readiness Training (JRT)			x		
JRT Business Skills			x		
Vocational Training programs			x		
Canada Manpower Industrial Training			x		
Market Driven Training Courses			x		
Health and Human Services Division					
Aboriginal Community Development Dip.				x	x
Child Care Centre Administration Post Dip.			x	x	x
Community Social Development Cert.			x	x	x
Comprehensive Health care Aide Cert.				x	x
Early Childhood Education Diploma				x	x
Practical Nursing (P.N)		x	x	x	x
P.N Refresher			x	x	
Gerontological Nursing (Distance Ed.)				x	
Pharmacology in Nursing (Distance Ed.)				x	
Practical Nursing Completer			x		
Health Care Aide			x	x	
Registered Nursing Refresher			x		
Social Counselling		x			
Social Welfare Services	x	x	x		
Training for Disabled	x	x			
Information Technology Division					
Clerk-Typist	x	x	x		
Computer Technology			x	x	
Computer System Technician Cert.				x	x
Consumer Electronic Technician Cert.				x	x
Electronics Technician		x	x	x	
Electrical Technology	x	x	x		

Programs Offered at Assiniboine Community College (1960-1999)

Programs	1960s	1970s	1980s	1990s	2000s
Information Technology (continued)					
Electronic Technology	x	x	x		
Engineering Technology					
Fire Alarm System Technician Cert.				x	x
Instrumentation Technology	x	x	x		
Media Production Diploma				x	x
Office Administration Certificate				x	x
Office Administration Diploma				x	x
Secretarial Science		x	x	x	
Stenography	x	x	x		
Sustainable Shelter Technology				x	
Telecommunication Technician			x		
Web Design Diploma					X
Trades Division					
Agricultural Mechanics		x	x		
Auto Body Repairs	x	x	x		
Automotive Electronic				x	
Automotive Mechanical Repair	x	x	x	x	
Automotive Technician Cert./ Diploma				x	x
Automotive Technology				x	x
Appliance Repair & Motor rewinding	x	x			
Barbering	x	x			
Civil Technician Certificate					X
Hairdressing	x	x	x		
Building Material Management	x				
Building Materials Merchandizing	x	x			
Building construction		x			
Carpentry & General Woodworking Cert.	x	x	x	x	x
Commercial Art	x	x	x		
Construction Electricity	x	x			
Drafting (Architectural)	x	x	x	x	
Drafting (Engineering)		x	x		
Drafting (General)	x				
Drafting (Mechanical)		x	x		
Electrical	x	x	x	x	
Farm Equipment Technician Diploma	x	x	x	x	x
Heavy Duty Equipment Mechanic	x	x	x	x	
Heavy Duty Equipment Technician Dip.				x	x
Heavy Duty Electronic			x	x	

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Programs Offered at Assiniboine Community College (1960-2000)

Programs	1960s	1970s	1980s	1990s	2000s
Trades Division (continued)					
Industrial Parts Sales & Service	x	x			
Industrial Metal Fabrication Certificate				x	x
Integrated Motive Power Trades				x	
John Deer Ag. Technician Diploma				x	x
Machine Operator	x				
Machine Shop Practice	x	x	x	x	
Marine & Small Power Equip. Mechanic				x	
Metal Fabrication			x		
Plumbing (Piping Trades) Certificate	x	x	x	x	x
Power Engineering			x		
Radio & Electronic Servicing	x				
Radio & T.V. Servicing	x	x	x		
Recreational Vehicle Technician			x		
Sheet Metal	x	x			
Welding (arc & acetylene)	x	x	x		
Welding (gas)		x	x		
Apprenticeship Training					
Carpentry				x	x
Construction Electrician	x	x	x	x	x
Farm Machinery				x	x
Heavy Duty Equipment Mechanic	x	x	x	x	x
Industrial Instrument Mechanics			x		
Motor Vehicle Mechanics	x	x	x	x	x
Plumber			x		
Truck/ Trailer/ Bus Mechanic (TTB)				x	x**

Source: ACC (1970-2001) Calendars and Manitoba Department of Education (1963-1969) Annual Reports

* Adult 11 & 12 program (developmental Study) offered at Downtown Adult Centre (A joint project of ACC and Brandon School Division No. 40).

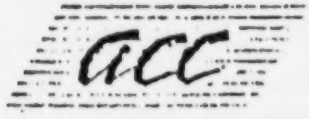
** School year 2001- 2002 TTB apprenticeship program will be transferred to Red River College.

X New course starts school year 2001-2002

APPENDIX I

- During the 1960s Manitoba Vocational Centre (MVC- Brandon), was identified with this logo, (Manitoba Department of Education's Annual report, 1966-67).

- During the 1970s, a college selection committee chose this logo which was submitted by one of ACC's Commercial Art instructors. This official logo provided the college with a visual identity. (Department of Colleges and Universities Affairs, annual report, 1975-76).



Assiniboine Community College

- From the 1980s to 1993, Assiniboine Community College (ACC) was identified with this logo, (ACC's Graduate Survey, 1992).

- In 1994, during the renewal process at ACC, the college led the Communications Office to develop a new word-mark logo using the new college colours. This new word-mark emphasizes the name Assiniboine, rather than the acronym ACC (Assiniboine Community College annual report, 1993-94).

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APPENDIX J

APPENDIX J

RECEIVED
JUL 02 1996
MAILROOM

Minister of Health

Room 302
Legislative Building
Winnipeg, Manitoba, CANADA
R3C 0V8

JUN 2 8 1996

David W. Pascoe
Chair, Program Steering Committee
Manitoba Association of Licensed Practical Nurses
Unit 1 - 615 Kernaghan Avenue
Winnipeg MB R2C 5G8

Dear Mr. Pascoe:

Thank you for your correspondence dated June 6, 1996, regarding the enhanced practical nursing program at Assiniboine Community College.

Manitoba Health acknowledges the work of the Licensed Practical Nurse Program Steering Committee and supports your recommendation to have Assiniboine Community College appointed as the administrative authority for practical nursing education in Manitoba. It is desirable that all educational preparation for practical nursing will use the same curriculum. Thus there will be one program for Manitoba with the primary site at Assiniboine Community College.

For the delivery of the enhanced program in Winnipeg, it is the responsibility of Assiniboine Community College and Manitoba Education and Training to assume the leadership role to discuss future delivery sites for practical nursing education in Manitoba.

I trust this will address your concerns so that you may conclude the work of the Program Steering Committee.

Yours sincerely,

James C. McCrae

cc: Helen Rempel
Gerald Bashforth

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Signature: Al. Razzaghi	Printed Name/Position/Title: Aliasghar Razzaghi	
Organization/Address: 22 Riverheights Drive Brandon, MB R7B 2Z9 Canada	Telephone: 727-7900	FAX: —
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